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A curriculum guide for history and government at the eleventh grade level is presented. Special provision is made for the study of American documents, including the Declaration of Independence, the Constitution of the United States, the Constitution of the State of Illinois, and the Code of the Flag. The curriculum consists of eleven units beginning with the "European Background and the Colonial Experience" and ending with President Kennedy's Inaugural Address in the unit called "The United States in the World Today".

Each unit consists of four integrated approaches to teaching the subject matter. "Outline of Content" and "Understandings, Attitudes, Appreciations, and Skills" provide the basic structure, points of emphasis, goals, concepts, and direction of the unit. Also within each unit are "Suggested Learning Experiences" which are designed for all students, the degree of difficulty of material depending upon the student's ability and interest. Some learning experiences are particularly suited to students of high ability and are so designated. The last part of each unit is a bibliography, differentiated so that the student whose reading achievement is very low may have materials available to read at his appropriate level. Reading experiences for all are varied and involve such activities as evaluation, judgment, imagination, and problem-solution. Sections on audiovisual aids are also included in the bibliography.

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# UNITED STATES

# HISTORY

FOR THE SECONDARY SCHOOL

BOARD OF EDUCATION CITY OF CHICAGO

# UNITED STATES HISTORY
# IN THE SECONDARY SCHOOL

BENJAMIN C. WILLIS
General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO
1962

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# FOREWORD

This curriculum guide has been designed for one year of United States history and government at the eleventh grade level in fulfillment of the recommendations of the Committee on Secondary Education and the Curriculum Council Committee on Social Studies in the Secondary School. Special provision is made for the study of such important facets of our history as American documents, including the Declaration of Independence, the Constitution of the United States, the Constitution of the State of Illinois, and the Code of the Flag.

Recognizing that eleventh grade students differ widely in abilities and interests, the Committee on Secondary Education recommended that curriculum guides make suitable provision for the widely differing abilities and interests of the students. While the experiences and materials herein suggested are not all-inclusive, they are sufficiently diversified to meet a wide range of needs.

In conformance with the American tradition of helping each individual develop his capacity to think freely and critically and of stimulating each to achieve his maximum potential, the experiences included in this course of study are designed to encourage problem-solving, creativity, and self-direction.

Grateful appreciation is extended to all members of the staff who worked on this curriculum guide, either in the capacity of evaluating or revising the 1959 guide or critically reading the finished product. Grateful appreciation and special commendation are accorded to Allan Nevins of the Henry E. Huntington Library and Art Gallery of San Marino, California; Herman Finer of the University of Chicago; Richard Snyder of Northwestern University; and John Haefner of the University of Iowa--all of whom served as consultants to the Department of Curriculum Development in the production of this course of study.

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# INTRODUCTION

The history of the United States is both vital and vibrant. The unfolding of our nation's story as it rose from colony to world power with unfaltering faith in the sanctity of the individual and his inalienable rights is one to fill the student with wonder and pride.

As the role of the individual has become enhanced, his readiness to accept personal responsibility and his willingness to act in cooperation with others for the common good become indispensable in the maintenance of what we proudly call "the American way of life." As Rousseau says in Social Contract, "As soon as any man says of the affairs of the State, 'what does it matter to me,' the State may be given up for lost." Thus it is of prime importance that the student in his study of American history keeps himself informed concerning the affairs of the State; that he knows where to look for information, how to evaluate it, and how to translate it into appropriate action; and that the teacher provides ample opportunities for the student to acquire and use these abilities.

This curriculum guide replaces the 1959 edition and contains revisions suggested by the teachers in response to the questionnaire sent to them with regard to the 1959 guide. Among the changes suggested were (1) placing the study of the Constitution of Illinois in the first semester with the study of the Declaration of Independence, the Constitution of the United States, and the Code of the Flag, thus enabling the students to take the examination in Public Law 195 during the first rather than the second semester, and (2) incorporating a unit on "The European Background and the Colonial Experience."

Since students are required to have completed one year of modern world history or one year of world geography before embarking upon this course in United States history, this course of study emphasizes the theme recommended for the senior high school in New Viewpoints in the Social Sciences of "a democratic nation in a world setting" so that the students may view the cross-fertilization of the history of the United States and that of the rest of the world.

The fact of individual differences is one of the eternal truths of education; the teacher, accepting this fact, makes provision accordingly so that each student may reach his own level of competence. While no special units are provided for the academically able or less able student, each unit in the course of study has sufficient breadth to include work for all levels of intelligence and interest. Within each unit are certain basic experiences which are designed for all students, the degree of difficulty of learning experience depending upon the materials suitable to the student's achievement and the depth of learning that takes place. Other learning experiences are particularly suited to students of high ability and are so designated. The bibliography is also differentiated so that, even for the student whose reading achievement is very low, there are materials available to read at the appropriate level. Reading experiences for all should be varied, involving such activities as evaluating, judging, imagining, and problem-solving, as well as acquiring information.

In utilizing the learning experiences and bibliography herein suggested to meet the needs of the academically able student (who should be "a high level producer and consumer in his culture"), the teacher should seek to develop, among other skills and abilities, the following:

> the ability to make a semi-independent and intensive study of certain key issues
>
> the ability to assemble historical material upon certain key subjects and evaluate it for reliability, relevancy, sufficiency, and interpretation
>
> an awareness of the distortions of truth that poison the channels of communication and of the instruments of that poison
>
> the ability to make modest, tentative historical generalizations.

Reading primary sources is an integral part of the reading program in United States history, giving life and color to history, as well as affording greater depth of understanding. Much source material is listed in the bibliography; it is varied in content and reading level to afford every student an opportunity to engage in this interesting and vital reading experience. To facilitate the use of source materials, copies of some original source materials have been incorporated into the course of study. Thus, it is possible for teachers to have these materials reproduced for classroom study. While the less able student can be required to read these for comprehension only, the more able students should be expected to judge them against the background in which they were written and note their present day implications and the conflicting interpretations by some of the major American historians. For example, all students should read the Declaration of Independence. While less able students may be limited to an understanding of the significance of the emphasis placed upon the sanctity of the individual and his inalienable rights, the more able student should understand its significance in the light of the background of the absolute monarchies of the eighteenth century or compare it with the manifestoes of the Hungarian freedom fighters of 1956. The more able student should note the various shadings of the term equality and the various meanings of the word tyrant as it is used to describe Hitler, Mussolini, and Stalin of modern times. He should also know the various interpretations placed by the United States and other nations upon the statement that governments derive their just powers from the consent of the governed.

In his Jefferson in Power, Claude G. Bowers says: "I have resorted generously to that rich mine of history in the rough, the newspapers of the day." So it must be with the teacher of United States history; he must resort generously to the newspapers and periodicals of the day, guiding the reading of the students so that they may be able to examine and evaluate these sources with an open mind, withholding judgment until an examination of the facts can be made.

Living in this look-and-listen age, the teacher and students may utilize the radio and television as a means of enriching and vitalizing the study of history, developing a pattern of evaluation which will enable them to use these offerings to the best advantage.

With ample provision for reading, for participating in discussion and in writing, as well as listening, the curriculum guide in United States history seeks to utilize a variety of learning techniques as well as a variety of instructional materials, ever cognizant of the words of Francis Bacon: "Reading maketh a full man, conference a ready man, and writing an exact man."

# UNITED STATES HISTORY

# UNIT I

## INTRODUCTION TO AMERICAN HISTORY: THE EUROPEAN BACKGROUND AND THE COLONIAL EXPERIENCE

> There will come a time in the long years of this world when the Ocean Sea will loosen its shackles that bind things together and a great part of the earth will be opened up, and a new sailor such as Jason's guide, whose name was Thyphis, shall discover a new world, and then shall Thule no longer be the last of lands.
>
> Claudius Ptolemy, 2d Century, A.D.

| UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS | OUTLINE OF CONTENT |
|---|---|
| To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following: | |
| Understandings | A. The Present as Prologue to the Past |
| The study of American history begins and ends at the same place--the United States in the world of today. | 1. The beginning and end of American history |
| A brief survey of life in the present-day United States reveals certain clearly discernible national characteristics. | 2. Major characteristics of life in the United States today |
| The United States in the seventh decade of the twentieth century is: | |
| A nation of one hundred and eighty million people living in a union of fifty states. | A great population living in a vast expanse of rich and varied land and water resources |
| A nation stretching across the wide central expanse of North America from ocean to ocean; and, with the newest states, reaching far beyond these continental limits. | |
| A nation of people who have achieved an enviable degree of individual equality and freedom, with government of the people, by the people, and for the people. | A national recognition of the dignity of men and their rights to individual freedom<br>Government by consent of the people |

## SUGGESTED LEARNING EXPERIENCES

Listed below are activities in which students may engage according to their needs, abilities, and interests.

### A. The Present as Prologue to the Past

*Reinforce understanding the use of outlines as study guides with a duplicated outline of the first unit--the outline given here might be used--provided by the teacher to serve as a basis of organization for the taking of notes, reading of the textbook, study assignments, and outside reading. (Such outlines can be used for each unit in this course of American history.)

*Strengthen knowledge of how to use the library with a short research assignment. Copy, as a notebook entry, the "Suggested Basic Reference Books for American History" given on the last page of this unit. Note that these references will be important and useful throughout the study of American history. Locate as many as possible in the school library or in branch of the public library. Use library skills in finding information, taking notes, and citing book and page references regarding the following points, useful data for a discussion of the major characteristics of American history:

Population of the United States in 1790, 1820, 1850, 1880, 1910, 1940, 1960
A map showing the major territorial acquisitions of the United States
A definition of "popular sovereignty"
The average personal income of Americans in 1920, 1930, 1940, and 1960; as compared with individual incomes in other parts of the world
The value and meaning of the "gross national product" in 1950 and 1960.

**Listen to a teacher lecture covering each of the major characteristics of the present-day United States. Take notes and use them in the preparation of paragraphs of definition. These may be graded and correction of writing errors indicated by the teacher. The papers may be used for a class review conducted by the teacher of the skills of writing.

---

*For the academically less able student
**For the able student
***For the academically talented student

| UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS | OUTLINE OF CONTENT |
|---|---|
| An economy in which a productive technology, applied to natural and human resources, resulted in great wealth, widely distributed to achieve the highest standard of living in the world. | Continuing production of great wealth with its benefits widely distributed among the people |
| A society of people widely diverse in racial, ethnic, and religious backgrounds who have learned to live together in practical respect and tolerance; wherein the pressures of a multitude of interest groups work for the good of the people. | A society plural in ethnic origins and in the interplay of many interest groups |
| A society that is open rather than closed, mobile and dynamic rather than static; wherein public education and the belief in equal opportunity open careers to individual talents; wherein great changes have been made possible through ready acceptance of experiment and innovation. | An open and mobile society<br>Rapid social, political, and economic changes through the use of experiment and innovation |
| A society that has developed easily recognized ways of abundant living and thinking, a distinctive American culture. | The culture of an affluent society |
| A nation that brings to its position of leadership of the free world in the ideological struggle of our time a long-held sense of mission in spread spreading its practical ideals of democracy and shared abundance to the oppressed and underdeveloped nations of the world. | Power and position as leader of the free world<br>A national sense of mission and purpose |
| These national characteristics are the end products, the recurrent themes, of American history. | 3. The recurrent themes of American history<br>National characteristics as historical guidelines |
| How the power and uniqueness of the present-day United States came about is the central problem that gives unity to the study of American history. | The central problem of American history |

**Examine current newspapers and magazines to find news items, articles, editorials, or pictures that illustrate the major recurrent themes of American history. Use these as material for individual brochures explaining the national characteristics; they may be used as well for the preparation of a bulletin board display.

***Prepare individual charts of the major themes of American history, using copy and illustrations prepared by the students. Construct good definitions. Find suitable quotations from the words of great Americans to use for each.

## B. The European Background of American History

**Take notes on a lecture by the teacher on the points in the outline under "B" and write from the notes a short, summarizing paragraph for each of the points.

*Make a rough estimate of students' comparative reading abilities with an informal reading test. Five to eight pages from the text covering some of the material on the European background or the colonial years may be selected by the teacher to make a word count. The teacher may time the reading and give a short objective test covering the essential points of the selection after everyone has finished reading. The teacher may compute rough reading scores (words per minute) after making a standard deduction of words for each test error. From the span of scores in the class, the average score, and his own score, each student may acquire some idea of his reading ability in relation to that of other students in his class. Although certainly not a scientific assessment, this estimate may serve as the starting point for a teacher assessment of the need for, and methods of, improving reading ability.

**Deepen the understanding of the importance of a chronology, or time-line chart, as a guide along the pathway of history through the use of the chronology given below. For each of the events, or series of events, students are to find from reference works or standard histories in the library how these events had an effect on the course of American history. Using the chronology as an outline, they are to write one or two paragraphs summarizing these effects in their own words. This not only will serve to illustrate the importance of chronologies but will also contribute to a sense of historical time and movement, some factual information, and some insight toward the understanding of causation in history.

### TEN IMPORTANT EARLY EVENTS OF AMERICAN HISTORY

| | |
|---|---|
| 1095-1300 | The Crusades--Revival of European Interest in the Wide World |
| 1350-1500 | The Renaissance |
| 1394-1460 | Great Age of Portuguese Exploration--Prince Henry the Navigator |
| 1492 | Columbus' Discovery of the West Indies |
| 1494 | Treaty of Tordesillas--Spanish and Portuguese Demarcation Line |
| 1494-1498 | John and Sebastian Cabot's Voyages to North America |
| 1517-1648 | The Reformation |
| 1519-1521 | Cortez' Conquest of Mexico--Fabulous Wealth Associated with the New World |
| 1577-1580 | Drake's Voyage around the World |
| 1588 | Defeat of the Spanish Armada |

**UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS**

The course of American history from 1607 to the present can be properly understood only with knowledge of, and continual reference to, the geographical conditions of the American continent.

The study of our nation's history may begin with an overview of the main topographical features and the natural resources of the North American continent.

The pattern of English colonization along the Atlantic coast began the development of regional differences in ways of living that were in great part determined by geography.

For the first century and a half of American history, westward expansion halted at the Appalachians. The surge to cross this barrier was to become a factor leading to colonial revolt.

**OUTLINE OF CONTENT**

C. The Geographic Basis of American History

1. Principal features of the North American continent

   Atlantic Coast
   Appalachian Mountains
   Great Central Lowlands
   Central River Complex
   The Great Lakes
   The Great Plains
   Rocky Mountains
   Central Western Basin
   Pacific mountain ranges
   Pacific Coast

2. The geography of colonial development--Atlantic coastal regions

   Rivers, bays, and harbors
   Tidewater
   The Fall Line
   Piedmont
   The Appalachian Barrier
   The regional spread of natural resources--soils, timber, and wildlife

*If more appropriate than the activity immediately preceding, with the teacher, make a chronology of the important events between 1450 and 1600 that influenced the course of American history. This may be done by the class on the chalkboard in a discussion led by the teacher as the students refer to their open textbooks. In this summarizing activity, each event chosen should be discussed fully enough so that everyone understands the reason for selecting the event.

C. The Geographical Basis of American History

*During this period of seeking understanding of the general geographi-
**cal background of American history, review and relearn all the essen-
***tial map skills. Using wall maps, globes, desk outline maps, and maps
in the textbook or other available books, reinforce as many of the
following basic skills as possible:

knowing how to use correctly many different types of maps--physiographical, physical-political, political, distribution (maps), weather (maps), and others--and how to use overlays

using, with understanding, atlases and gazetteers

understanding the meaning and purpose of latitude and longitude and using them to locate places in the world

using scales to measure and estimate distances on maps

understanding and recognizing the basic map symbols and legends

recognizing and using geographical vocabulary correctly--meridians, parallels, bays, capes, isthmuses, gulfs, archipelagoes, straits, canals, routes, and altitudes

indicating on an outline map the states of the United States, the countries of North America, the most important cities, and the waterways.

*Discuss, with reference to maps and information from textbooks, the differences between the New England colonies, the middle colonies, and the southern colonies in social and economic ways of living that developed during the Colonial period. Decide the ways in which these conditions will probably influence the future history of the United States.

**Using maps and atlases and referring to Stewart's Names on the Land, point out in American place names the heritage of European and colonial history.

## UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

The principal political ideas that were to influence the making of our American government evolved from the centuries of English history and the colonial experience. These ideas were freedom of the individual from oppression, a representative form of government, the need for a written constitution, and the desire for a union of the colonies.

A chronological sequence of landmarks, historical events, and documents can be used to indicate the steps in the gradual evolution of our American political heritage.

Attitudes and Appreciations

The student should:

feel pride in the great tradition of centuries of struggle for the rights of self-government and freedom of the individual

become aware of, and sensitive to, the beauty of language that expresses our political ideals in great documents from the American political heritage.

Skills

Social studies skills should be improved and extended. The student should:

use geographic skills to understand and express historical concepts

use writing skills to express in original sentences and paragraphs with clarity and force the meaning of historical ideas

secure historical information through the use of library skills

practice the use of such study aids as the making of outlines and chronologies.

## OUTLINE OF CONTENT

D. The American Political Heritage

1. American political ideas

   Constitutional government
   Representative government
   Individual liberties
   Federal union

2. Precedents and documentary ancestors of our American political system

   Magna Charta, 1215
   The colonial charters
   The Mayflower Compact, 1620
   Influence of Roger Williams, 1635-1636
   Fundamental Orders of Connecticut, 1639
   Maryland Act of Toleration, 1649
   Bill of Rights, 1689
   Zenger Case Defense, 1735
   Albany Plan of Union, 1754

D. **The American Political Heritage**

*Work in committees to prepare summaries of the colonial history of each of the original thirteen colonies. The summaries should include explanations of the various types of colonial charters as forerunners of the state constitutions and of the federal constitutional idea.

*Using desk outline maps of the Atlantic seabord, indicate, by means of colors, the boundaries of the thirteen colonies. Indicate, also, the first settlements and the important towns that had come into prominence by the middle of the eighteenth century.

***Investigate and report, through the work of a student committee, why the political, economic, and social development of North Carolina was different from that of the other colonies.

*Using mimeographed copies of the Mayflower Company, read and analyze the document as a class activity. Discuss the archaic forms of expression and spelling. Look for the principal ideas--the presence in this instrument of the first three of the four important political ideas. Individual students may report on the historical background of the document.

**Read and analyze as many others of the important documents as are found in available documentary collections; e.g., the Fundamental Orders of Connecticut.

**Through library research, prepare summaries, in short paragraphs of students' own words, of each of the documents and precedents listed under D-2 and the historical background and importance of each.

*Through class discussion, formulate for notebooks common paragraphs defining each of the four main American political ideas.

## Documentary Materials for Use in United States History[1]

### THE MAYFLOWER COMPACT

In the name of God, Amen. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland, King, Defender of the Faith, etc. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage to plant the first Colony in the northern Parts of Virginia; Do by these Presents, solemnly and mutually, in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience. IN WITNESS whereof we have hereunto subscribed our names at Cape-Cod the eleventh of November, in the Reign of our Sovereign Lord King James, of England, France, and Ireland, the eighteenth, and of Scotland, the fifty-fourth, Anno Domini, 1620.

---

[1] TO THE TEACHER: This, and other documents appended to the units, may be duplicated at your school for use in the classroom according to activities to be found in "Suggested Learning Experiences."

## READING AND REFERENCES

### BASIC TEXTBOOK REFERENCES

Augspurger, Everett, and McLemore, Richard A. Our Nation's Story. River Forest, Illinois: Laidlaw Bros., 1960, pp. 12-109.

Bragdon, Henry W., and McCutchen, Samuel P. History of a Free People. New York: The Macmillan Co., 1960, pp. 5-31.

Canfield, Leon H., and Wilder, Howard B. The Making of Modern America. Cambridge: Houghton Mifflin Co., 1960, pp. 2-80.

Graff, Henry F., and Krout, John A. The Adventures of the American People. New York: Rand McNally & Co., 1960, pp. 4-73.

Muzzey, David S. Our Country's History. Boston: Ginn & Co., 1960, pp. 1-81.

### A. The Present as Prologue to the Past

*Adams, James Truslow. The Epic of America. rev. ed. Boston: Little, Brown & Co., 1933.

An older but still useful survey of the basic themes of American history.

**Brogan, D. W. The American Character. paperbound ed. New York: Alfred A. Knopf, Inc. (Vintage Books.) $1.25.

A British scholar's thoughtful and stimulating summary of basic American characteristics.

**Editors of Fortune. America in the Sixties: The Economy and the Society. paperbound ed. New York: Harper & Bros. (Torchbooks.) $1.85.

Excellent description of present-day life in the United States in general terms with charts and statistics.

***Potter, David. People of Plenty: Economic Abundance and the American Character. Chicago: University of Chicago Press, 1954.

An unusual and interesting interpretation of American life; chapters in the second half might be suitable reading here by the above average student. Paperbound ed. available.

### B. The European Background of American History

*Bakeless, Katherine, and Bakeless, John. They Saw America First: Our First Explorers and What They Saw. Philadelphia: J. B. Lippincott Co., 1957.

A chance to share the first impressions of the first Europeans to walk the shores and inland regions of North America.

**Brebner, J. B. *The Explorers of North America, 1492-1806*. New York: The Macmillan Co., 1933.

————. ————. paperbound ed. New York: Doubleday & Co. (Anchor Books.) $1.25.

A readable survey of the discovery and exploration of the continent by a scholarly specialist.

*Morison, Samuel Eliot. *Christopher Columbus, Mariner*. Boston: Little, Brown & Co., 1955.

————. ————. New York: New American Library of World Literature, Inc. MD-181. 50¢.

A brief biography of the great discoverer as a seaman; this makes exciting reading.

**Richman, Irving B. *The Spanish Conquerors: A Chronicle of the Dawn of Empire Overseas*. Vol. II of *The Chronicles of America Series*. New Haven: Yale University Press, 1919.

An older work from a famous series: this is worthwhile, always available, and easy to read.

*Sperry, Armstrong. *Voyages of Christopher Columbus*. New York: Random House (Landmark Series), 1950.

An interesting story, telling of the great navigator's four voyages.

**Van Every, Dale. *Forth to the Wilderness, 1754-1774*. New York: William Morrow & Co., Inc., 1961.

A readable and "exciting chronicle of the years from 1754 to 1774 on the Appalachian frontier, as pioneers crossed the mountains in spite of Indian reprisals and official British opposition."

**Wood, William. *Elizabethan Sea Dogs: A Chronicle of Drake and His Companions*. Vol. III of *The Chronicles of America Series*. New Haven: Yale University Press, 1918.

Another of this famous series, this gives a good understanding of the English approach to American colonization.

### C. The Geographical Basis of American History

**Brown, Lloyd A. *Map Making: The Art That Became a Science*. Boston: Little, Brown & Co., 1960.

A history of cartography, interestingly and usefully presented.

**Lord, C. L., and Lord, E. H. (eds.), *Historical Atlas of the United States*. rev. ed. New York: Henry Holt & Co., 1953.

This atlas is more than a reference work and will serve as stimulating reading material for this topic.

**Stewart, George R. *Names on the Land: A Historical Account of Place-Names in the United States*. rev. ed. Boston: Houghton Mifflin Co., 1958.

A useful reference for many kinds of assignments or for student reading.

### D. The American Political Heritage

*Acheson, Patricia C. America's Colonial Heritage. New York: Dodd, Mead & Co., 1957.

An excellent, thorough, and readable history of the Colonial period in all its aspects.

***Boorstin, J. D. The Americans: The Colonial Experience. New York: Random House, 1958.

A comprehensive survey from recent scholarship, useful for reference and specialized bibliography.

**Commager, Henry Steele (ed.) Documents of American History. New York: Appleton-Century-Crofts, Inc., 1949.

An outstanding collection of "documents"—constitutions, laws, and decrees—rather than narrative sources, for all of American history.

**Kirwin, Harry W. (ed.). The Search for Democracy: A Documentary Record of the American Republic. paperbound ed. Garden City, N. Y.: Doubleday & Co. (Dolphin Books.) CB-1. $1.45.

A paperbound selection of documents dating from the Colonial period.

**Lefler, Hugh T. (ed.). A History of the United States: From the Age of Exploration to 1865. paperbound ed. Cleveland: Meridian Books, Inc. M-101. $1.55.

A paperbound collection of both sources and documents for the period covered here; most of them lie within the middle range of reading ability.

## SUGGESTED BASIC REFERENCE WORKS FOR AMERICAN HISTORY

### Annual Almanac

Hansen, Harry (ed.). The World Almanac, 1961, and Book of Facts. New York: New York World-Telegram and The Sun, 1961.

### Atlases

Adams, J. T., and Coleman, R. V. (eds.). Atlas of American History. New York: Charles Scribner's Sons, 1943.

Lord, C. L., and Lord, E. H. (eds.). Historical Atlas of the United States. rev. ed. New York: Henry Holt & Co., 1953.

### Biography

Johnson, Allen (ed.). Dictionary of American Biography. New York: Houghton Mifflin Co., 1952.

### Chronology

Langer, W. L. (ed.). *Encyclopedia of World History.* rev. ed. New York: Houghton Mifflin Co., 1952.

### Historical Encyclopedias

Adams, J. T., and Coleman, R. V. (eds.). *Dictionary of American History.* rev. ed. New York: Charles Scribner's Sons, 1942.

Morris, R. B. (ed.). *Encyclopedia of American History.* rev. ed. New York: Houghton Mifflin Co., 1952.

### Statistics

U. S. Bureau of Census. *Historical Statistics of the United States, 1789- . A Supplement to the Statistical Abstract of the United States.* Washington, D. C.: U. S. Government Printing Office, 1959.

# INSTRUCTIONAL MATERIALS

## LISTINGS FOR VISUAL AIDS

The visual aids which follow are listed in Classroom Motion Pictures, Filmstrips, and Art Slide Sets, Chicago Public Schools, 1961, and Approved List of Filmstrips for Elementary and Secondary Schools, Chicago Board of Education, 1961.

### FILMS

Age of Discovery: English, French, and Dutch Explorations. Coronet Films, 1956. 10 min. b&w (X-A-187).

Colonial Expansion. Encyclopaedia Britannica Films, Inc., 1942. 11 min. b&w (X-C-34).

Colonial Expansion of European Nations. Coronet Films, 1955. 14 min. b&w (X-C-123).

The Path of Columbus. Simmel-Meservey, 1954. 13 min. color (X-P-111).

### FILMSTRIPS

The Development of American Republic-Establishing the Republic. Society for Visual Education, Inc. color.
"A New World and New Hope"
"The English Settlements"

The Pageant of America Series. Yale University Press Film Service. b&w.
"European Explorers Discover a New World"
"Spain Establishes a Great Empire"
"The Rise and Fall of New France"
"The English Colonies in North America"

# UNIT II

## THE ACHIEVEMENT OF INDEPENDENCE

> A government of our own is our natural right.
>
> Thomas Paine

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**UNDERSTANDINGS, ATTITUDES APPRECIATIONS, AND SKILLS**

To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:

Understandings

The American colonies were drawn into European rivalry for empire and found their lands a battleground during a series of wars of the seventeenth and eighteenth centuries.

American involvement in and following European wars of the Colonial period foreshadowed twentieth-century disputes over isolation from, or intervention in, European affairs.

The greatest of the wars between the British and the French in the eighteenth century began as a struggle over control of the Mississippi Valley.

The ending of the Seven Years War removed the constant threat from the French in Canada to American security and prosperity. The controversy that now began over the nature and organization of the British Empire was to have far-reaching consequences, including the American Revolution.

Equal in importance to, and associated with, political conflict over imperial policy was the struggle of the colonists for freedom of their mature economy from

**OUTLINE OF CONTENT**

A. The Struggle of British and French for Domination of North America

1. A century of conflict

   Colonial involvement in Europe's wars

   - King William's War, 1689-1697
   - Queen Anne's War, 1701-1713
   - King George's War, 1744-1748
   - French and Indian War, 1754-1763

   Spread of world conflict from the American frontier

   The Treaty of Paris, 1763

2. British imperial problems, 1763

   Theory of mercantilism

   Regulation of colonial trade and industry

   - Acts of Trade and Navigation, 1651-1672
   - Molasses Act, 1733
   - Restrictions on iron and wool manufacture

## SUGGESTED LEARNING EXPERIENCES

Listed below are activities in which students may engage according to their needs, abilities, and interests.

A. The Struggle of British and French for Domination of North America

*Using a desk outline map, indicate the geography of the French and British
**struggle for dominance of North America. Show settlements made by 1689
***by both; the French settlements along the Mississippi, the Great Lakes, and the Ohio Valley by 1754; the places of battle, such as Louisburg, Quebec, Fort Duquesne, and others. Indicate also the extent of the British colonies after the Treaty of Paris, 1763.

*Make a chart of European wars from 1689 to 1815, and again for 1914 to 1945, showing the extent of American participation. Use this to discuss these questions: What were the different reasons for our involvement in the two series of wars? Can the long period of noninvolvement from 1815 to 1917 be explained?

*Listen to a committee report on Braddock's defeat and discuss what effect this may have had on American military ideas during the Revolution. Another committee report may deal with Washington's role in the beginning of the Seven Years War.

*Listen to a reading by the teacher of the description of the Fall of Quebec from Parkman's Montcalm and Wolfe. Class discussion afterwards could cover among other points how well the historian was able to maintain impartiality in his story. A student committee might report on the life and work of Francis Parkman, a great American historian whose classic work deals with the great conflict of France and Britain in North America.

**Formulate through class discussion, after reading in both text and reference works, a standard definition of mercantilism for class notebooks. Include the policies pursued before 1763 by the British colonial attitudes toward the policy.

*List the provisions of the Treaty of Paris of 1763 and use it as a basis for a discussion of the idea that the seeds of future wars are sown by treaties of peace.

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*For the academically less able student
**For the able student
***For the academically talented student

the mercantilist concept that they existed for the economic benefit of the mother country.

The American revolt was set off by a series of acts of Parliament, resulting from the new policy of bringing the colonies into a closer political and economic relationship with Britain.

The British imperial decision in 1763 to forbid settlement beyond the Appalachians ran counter to the thrust of colonial peoples to the West, already well underway.

The attempt to force upon the American colonies what was thought to be their fair share of imperial costs was strongly opposed by the long-held belief that they were to be taxed only through their own representative assemblies. "No taxation without representation" became a slogan for revolt.

Punitive measures against the people of Boston and Massachusetts because of their rejection of the tax on tea united the colonies' feeling for revolt that broke into hostilities in 1775.

Not until a year and more after the opening of the war was American public opinion ready to support a movement for independence.

The Declaration of Independence, a great landmark in the story of human freedom, was influenced by ideas from European philosophy, and particularly by the arguments of John Locke in defense of the English Revolution late in the seventeenth century.

The four "Big Ideas" of the Declaration are: (1) that all men are created equally endowed with inalienable rights; (2) that government exists to secure these rights; (3) that the people are

Colonial evasions of trade restrictions
"Salutary neglect"

3. The new imperial policy, 1765

Colonies to share in costs of empire
Tightening of commerical and industrial restrictions
The problem of western lands

B. Colonial Resistance to Imperial Regulation and Control

1. The Proclamation Line, 1763
2. The Sugar Act, 1764
3. Stamp Act Congress, 1765
4. The Declaratory Act, 1766
5. Questioning the power of Parliament
6. The Townshend Acts, 1767-1770
7. Tax on tea, 1773
8. The Coercive Acts, 1774
9. First Continental Congress, 1774
10. Lexington and Concord

C. The Declaration of Independence

1. Historical background and sources of ideas

John Locke's philosophy
Thomas Paine's Common Sense
The committee
Jefferson's authorship

2. The Philosophy of the American Revolution

Equal rights doctrine
Purpose of government
Source of governmental power
Right of revolution

### B. Colonial Resistance to Imperial Regulation and Control

*Make a chronological chart of the steps on the part of Parliament in following the new imperial policy under three headings:

| Action of Parliament | Response by the Colonies | Results |
|---|---|---|

### C. The Declaration of Independence

**Discuss the reasons that the colonists, more than a year after the opening of hostilities, came to the decision to seek independence. (This activity should come after much reading and research in the textbook, auxiliary texts, and other reference works.)

*Obtain a good picture of the dramatic story of the signing of the Declaration by listening to the reading of a good description of the event; or, better perhaps, prepare and present a classroom dramatization of the event.

*Find their most important learning experiences here in the actual reading and analysis in the classroom of the Declaration itself. (The document is readily available in every textbook. With careful guidance by the teacher, it can be read and understood by virtually all levels of high school ability. For help in planning and carrying out this activity, the teacher may refer to A Teacher's Guide to the Classroom Study and Analysis of the Great American Documents.)

### D. Fighting and Winning of the War

*Prepare a chronology of the principal events in the military story of the Revolution. Indicate on an outline map the location of the battles and campaigns. (These activities will help fill out their understanding of the military history with the dimensions of space and time.)

**Read one of the many entertaining and enlightening historical novels listed in the bibliography of this unit. Prepare written reports dealing briefly with the historical understandings that come from the experience of reading the novel.

*Become familiar with the pleasure and learning to be found in the pictures and articles published in American Heritage, a most readable magazine of history. (The teacher can prepare, on slips of paper, the titles of thirty or more such articles so that each student may have a different article on which to report. Brief reports on the important contribution to understanding for the articles can be written, and the teacher may select some of them to be delivered as oral reports to the class. See the sample list in the bibliography.)

*Listen to a committee report on the military strategy and tactics employed in the Revolution. References for material in the report could begin with Howard Peckham's War for Independence: A Military History. (Chicago: University of Chicago Press, 1957), or "The Democratization of War," Chapter 1 of Walter Millis' Arms and Men: A Study of American Military

**UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS**

the source of power; (4) and that the people may change their government if it fails to provide their rights.

The principal factors in the winning of the American Revolution were the difficulties encountered by the British in fighting an eighteenth-century-style European War in the wide American expanse, the incredibly determined leadership of Washington, and the intervention of France.

It should not be forgotten that the American Revolution was a world war; with the intervention of France and Spain, war was soon carried to Europe, South America, the Caribbean, and Asia.

The American Revolution was, in other ways, an event of importance in world history: American argument over the nature of empire influenced the history of the British Empire; and the example of revolt, together with the inspiring ideals of the Declaration of Independence, continued, down to our own times, to have meaning in many parts of the world.

Attitudes and Appreciations

The student should acquire from the learning experiences of this unit:

familiarity with the story of the birth of our nation that can serve to develop new horizons of loyalty

an increased readiness to assume the responsibilities required of individuals in our society, resulting from a genuine appreciation of the ideals of the Declaration of Independence

intellectual sensitivity to the patterns

**OUTLINE OF CONTENT**

3. Charges against the King
4. Conclusion of the document

D. Fighting and Winning of the War
   1. Second Continental Congress, 1775
   2. Washington as Commander-in-chief
   3. Northern campaigns
   4. Saratoga, the turning point
   5. Intervention by France
   6. War in the South
   7. The Peace of Paris, 1783

E. World Impact of the American Revolution
   1. The Revolution, a global conflict
   2. Influence on British imperial development
   3. An inspiration for the French Revolution
   4. Influence in Latin America
   5. An influence and inspiration in modern independence movements

*History* (New York: G. P. Putnam's Sons, 1956). Both of these easily read books contain many important interpretive ideas. They are available at the public library and also in paperbound editions.

*Prepare individual reports on the personalities and events that played
**a part in the coming of the Revolution:

Personalities

James Otis
Patrick Henry
John Adams
Joseph Warren
George III
William Pitt
John Hancock
Lord North

William Hutchinson
Samuel Adams
Crispus Attucks
John Dickinson
John Wilkes
Charles Townsend
Christopher Gadsden
Richard Henry Lee

Events or Agencies

Writs of Assistance
The Stamp Act
The Triangular Trade
The *Liberty* incident
The Gaspe affair
Boston Massacre
Sons of Liberty
The Association
Committees of Correspondence

The Quebec Act
Boston Tea Party

**Listen to two groups of students present both sides of the quarrel between Britain and the Colonies. Try to find evidences of misunderstanding. Watch for awareness or lack of awareness on both sides of the two historical facts that might have made American independence almost inevitable: the thousands of miles of ocean across which communication was very slow and the growing political and economic maturity of the Colonies.

**Consider in discussion the concepts of legislative representation, different in emphasis, in Britain and the colonies, and one of the sources of misunderstanding. The traditional British emphasis was on "virtual" representation. In the British Parliament, a resident from southern England can be elected to represent a district in the north; he is expected to represent the good of the entire nation, and the special interests of his district only secondarily. During the Colonial period, American evolved the idea that a member of a legislature should reside among the people of the district he represents--"actual" representation. To the Englishmen of 1775, the colonists were "virtually" represented by every member of Parliament. The American colonists, in their thinking about "no taxation without representation," were thinking in the terms of their experience with "actual" representation. Consider this as an example of many disagreements between peoples where the same word is used in different meanings by two sides in the dispute. Would the acceptance of American members of Parliament have solved the troubles between Britain and the American colonies?

***Read Thomas Paine's *Common Sense* and list the arguments he advances in favor of separation from England, stating in each case whether the argument is based upon observation, inferences from what has been observed, or hearsay. Compare his point of view with that expressed by John Dickinson in *Letters from a Farmer*. Which is considered the more valid and why?

| UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS | OUTLINE OF CONTENT |
|---|---|

a genuine and deep interest in American history, inspired by the men and the events of the Revolutionary era.

Skills

Social studies skills should be improved and extended. The student should:

become adept in the techniques of working together in student committees

develop the ability to structure facts and ideas into meaningful essay statements and essay-test answers

develop the ability to read and analyze historical materials of all kinds.

***After reading Burke's speech on Conciliation, list the arguments which he advances against the use of force. Cite examples from history, past and present, to show the truth or falsity of his arguments.

Become acquainted with one of the major themes or problems that run all through American history. This is what some political scientists term the "imperial problem." In a large political organization wherein there are local units with some degree of governmental autonomy under a central, over-all government, there exists the problem of the relation of central government to local government. In a discussion of this recurrent problem in our history, the students—with the aid of the teacher—might gain an overview of the story of the United States by considering this theme at possibly four points: (1) the colonies and the mother country prior to revolt; (2) the newly-independent states preparing to create a stronger central government at the Constitutional Convention; (3) the northern states and the southern states before, during, and after the Civil War; and (4) the continuing problem at the present day of states' rights versus the power of the federal government. A final point to consider is the possible example of the "imperial problem" of the nations of the world, seeking peace through such world organizations as the League of Nations and the United Nations.

**Become acquainted with the value and interest of reading personal-experience accounts by participants in American history in the wealth of such materials available in the public library. Consult the list of such items in the bibliography of this unit. Especially readable and valuable are the following accounts most easily available in Richard M. Dorson, Editor, American Rebels: Narratives of the Patriots. (New York: Pantheon Press, 1953):

Reverend Jonas Clark's story of Lexington and Concord
Nathaniel Fanning's experiences with John Paul Jones
Baroness Von Reidesel's story of the Saratoga campaign from the Hessian viewpoint
Dr. Albigence Waldo's story of the winter at Valley Forge
Sally Wister's account of the British occupation of Philadelphia
George Rogers Clark's report of the march from Kaskaskia to Vincennes

**Organize and express historical concepts, utilizing a review of writing skills, in the following impromptu paper. In British textbooks the only mention of the American Revolution is something like this sentence: "During the French War of 1777-1783, our American colonies from Massachusetts to Georgia won their independence." Write, from the viewpoint of a British student, who knows only this about the Revolution, an explanation of the causes, events, and results of this war, as briefly and concisely as possible. Write a first draft in pencil, taking about twenty minutes. Then, using one side of the paper only, write a final draft—at least two pages—in ink. (The teacher can correct the final drafts, indicating errors of spelling, grammar, and punctuation. Papers can then be rewritten outside class for inclusion in student notebooks.)

# TEACHER'S NOTES

E. World Impact of the American Revolution

**Read parts of standard world histories on the historical influences of the American Revolution on the French Revolution and, particularly, the Latin-American independence movements. Prepare oral reports.

**Discuss the similarities and differences between the American Revolution and the present-day efforts of peoples of Asia and Africa to free themselves from colonial domination. What cautions and words of advice should these people be given from your knowledge of the American revolutionary experience? Many of these peoples are engaged in a struggle to free themselves from a "colonial economy." From a study of our Revolution, how would a "colonial economy" be described?

**Listen to special reports on the careers of the Marquis de Lafayette, Simon Bolivar, and Francisco Miranda. Note the importance of ideas from the American Revolution.

## READING AND REFERENCES

### BASIC TEXTBOOK REFERENCES

Augspurger-McLemore. Our Nation's Story, 1960, pp. 110-153.

Bragdon-McCutchen. History of a Free People, 1960, pp. 33-74.

Canfield-Wilder. Making of Modern America, 1960, pp. 54-60, 81-122.

Graff-Krout. Adventure of the American People, 1960, pp. 74-125.

Muzzey. Our Country's History, 1960, pp. 74-122.

### A. The Struggle of British and French for Domination of North America

BIOGRAPHY

*North, Sterling. George Washington, Frontier Colonel. New York: Random House, 1957. (Landmark Series.)
A brief, easy-to-read portrayal with historical insight.

HISTORICAL FICTION

**Cooper, James Fenimore. The Last of the Mohicans. New York: World Publishing Company, 1957. (Many regular and paperbound editions available.)
A good presentation of wilderness background and Indian participation.

**Richter, Conrad. The Light in the Forest. New York: A. A. Knopf, 1953.
A far better than average historical novel, of special interest to high school readers; story of a young man's difficulty in adjusting to civilized society after years of captivity among the Indians.

***Roberts, Kenneth. Northwest Passage. Garden City, N.Y.: Doubleday & Company, 1959.
A long and impressive novel dealing with Rogers' Rangers and eighteenth-century London.

TOPICAL HISTORY

***Connell, Brian. The Savage Years. New York: Harper and Brothers, 1959.
A narrative history of the American battleground of the Seven Years War; recommended for the general reader.

***Parkman, Francis. Montcalm and Wolfe. Boston: Little, Brown & Company, 1923. 2 vols.
A classic of historical writing; for the better reader.

*Smith, Bradford. Rogers' Rangers and the French and Indian War. New York: Random House, 1956. (Landmark Series.)

**Tebbel, John (ed.). Francis Parkman's The Battle for North America. New York: The Viking Press, 1952.
All of Parkman's works dealing with the French-British struggle edited and condensed for the modern reader.

**Wrong, George M. Conquest of New France; A Chronicle of the Colonial Wars. Vol. X of The Chronicles of America Series. New Haven: Yale University Press, 1918.
A series that is always readily available, interesting, scholarly, and readable.

### B. Colonial Resistance to Imperial Regulation and Control

TOPICAL HISTORY

**Becker, Carl L. Eve of the Revolution; A Chronicle of the Breach with England. Vol. II of The Chronicles of America Series. New Haven: Yale University Press, 1918.
A brief and excellent story of how men felt about the course of events leading to revolt.

**Gipson, Lawrence H. Coming of the Revolution, 1763-1775. New York: Harper and Brothers, 1954.
An excellent survey of recent research and scholarly opinion about the coming of revolt.

***Miller, John C. Origins of the American Revolution. Stanford, Calif.: Stanford University Press, 1959.
A valuable contribution on the subject; for the above-average reader.

*Morgan, Edmund S. Birth of the Republic: 1763-1789. Chicago: University of Chicago Press, 1957. (Chicago History of American Civilization Series.)
An easy-to-read, clear narrative explanation of American history, not only of the coming of the Revolution but also of the Revolution and the making of the Constitution.

**Wahlke, J.C. Causes of the American Revolution. New York: D. C. Heath and Company, 1956. (Amherst Problems in American Civilization Series.)
A presentation of selections by writers of different views.

### C. The Declaration of Independence

PICTORIAL HISTORY

*Malone, Dumas, et al. Story of the Declaration of Independence. New York: Oxford University Press, 1954.

BIOGRAPHY

**Bowers, Claude G. Young Jefferson, 1743-1789. Boston: Houghton Mifflin Company, 1945.

A good presentation of the life of Jefferson in the period when he wrote the Declaration.

*McGee, Dorothy H. Famous Signers of the Declaration. New York: Dodd, Mead and Company, 1955.

*Sheean, Vincent. Thomas Jefferson, Father of Democracy. New York: Random House, 1953. (Landmark Series.)

## D. Fighting and Winning the War

PICTORIAL HISTORY

*Editors of the American Heritage. American Heritage Book of the American Revolution. New York: Simon & Schuster, 1958.

*Lancaster, Bruce. The Golden Book of the American Revolution. New York: The Golden Press, 1959.

FIRST-HAND NARRATIVE ACCOUNTS

**Commager, H. S., and Morris, R. B. The Spirit of 'Seventy-Six: The Story of the American Revolution As Told by Participants. Indianapolis: Bobbs-Merrill Company, 1958.

READABLE TOPICAL HISTORY

**Alden, John R. The American Revolution, 1775-1783. New York: Harper & Brothers, 1954.

**Lancaster, Bruce. From Lexington to Liberty: The Story of the American Revolution. Garden City, N.Y.: Doubleday & Company, 1955. (Mainstream of America Series.)

***Miller, John C. Triumph of Freedom, 1775-1783. Boston: Little, Brown and Company, 1948.

*Montross, Lynn. Rag, Tag, and Bobtail: The Story of the Continental Army, 1775-1789. New York: Harper & Brothers, 1952.

**________. The Reluctant Rebels: The Story of the Continental Congress, 1774-1789. New York: Harper & Brothers, 1950.

**Tourtellot, Arthur B. William Diamond's Drum: The Beginning of the War of the American Revolution. Garden City, N.Y.: Doubleday & Company, 1959.

HISTORICAL FICTION

**Boyd, James. Drums. New York: Charles Scribner's Sons, 1936.
A semiclassical historical novel about the Revolution in North Carolina and a voyage with John Paul Jones.

***Brick, John. The Strong Men. Garden City, N.Y.: Doubleday & Company, 1959.
A mature novel about the men who followed Washington.

**Cannon, LeGrand. Look to the Mountain. New York: Henry Holt & Company, 1942.
The effect of the Revolution on a frontier family in New Hampshire.

*Churchill, Winston. Richard Carvel. New York: The Macmillan Company, 1947.
A perennial favorite despite the overromanticized approach typical of the early years of the century.

**Cooper, James Fenimore. The Spy. New York: Dodd, Mead and Company, 1943.
The earliest important American novelist writes of a spy for General Washington.

*Forbes, Esther. Johnny Tremain. Boston: Houghton Mifflin Company, 1947.
For readers from seven to ten, this novel has proved itself more popular with students of high school maturity.

**Edmonds, Walter D. Drums Along the Mohawk. Boston: Little, Brown & Company, 1936.
The Revolution on the Mohawk Valley frontier.

**Roberts, Kenneth. Arundel. Garden City, N.Y.: Doubleday & Company, 1931.

**_______. Rabble in Arms. Garden City, N.Y.: Doubleday & Company, 1935.

***_______. Oliver Wiswell. Garden City, N.Y.: Doubleday & Company, 1940.
Three Revolutionary War novels authored by an outstanding modern writer of historical fiction. The first two deal with the campaigns of Benedict Arnold when he still fought heroically as an American; the third presents the Revolution from the viewpoint of the Tory Americans.

**Thane, Elswyth. Dawn's Early Light. New York: Duell, Sloan and Pearce, 1943.
Williamsburg and Virginia in the Revolution.

**Van De Water, Frederic. Catch a Falling Star. New York: Duell, Sloan and Pearce, 1954.

**________. Reluctant Rebel. New York: Duell, Sloan and Pearce, 1948.

**________. Day of Battle. New York: Ives Washburn & Company, 1958.
A trilogy of novels dealing with Vermont in the Revolution; popular with high school readers.

# SHORT READING ASSIGNMENTS FROM *AMERICAN HERITAGE* AND CERTAIN READILY AVAILABLE BOOKS

(NOTE: This list of applicable readings for the first three units is designed to encourage, through short reading assignments, leisure-time reading of history; and through student reports, oral or written, to contribute to the learning of American history. It is intended also to serve as a mechanical device for making the assignments. By duplicating three or four copies of the list, and cutting along the dotted lines, slips of paper with the titles of the individual articles may be obtained. Three or four such slips, carrying the citations of the articles, may be passed to each student. The student will copy into his notebook the exact citations, and then sign the backs of the slips to be returned to the teacher as a record of the assignment. Each student may find and read at least two of the articles--or, voluntarily, more.)

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Peattie, Donald Culross. "Patrick Henry: Tongue of Fire," *Lives of Destiny*. paperbound ed. New York: New American Library, 1954. (Hardbound edition available in the libraries.)

……

Tourtellot, Arthur Bernon (ed.). "Harold Murdock's 'The Nineteenth of April, 1775,' " *American Heritage*, Vol. X, No. 5 (August, 1959), pp. 60-64, 82-84.

……

Russell, Francis. "Oh Amherst, Brave Amherst . . . ," *American Heritage*, Vol. XII, No. 1 (December, 1960), pp. 4-10, 89-94.

……

Handlin, Oscar. "Independence at Yorktown," *Chance or Destiny*. Boston: Little, Brown and Company, 1955, pp. 5-26.

……

Churchill, Winston. "America's War of Independence," *A History of the English-Speaking Peoples*. Vol. III. New York: Dodd, Mead and Company, 1957.

……

Peattie, Donald Culross. "La Fayette: American Citizen," *Lives of Destiny*. paperbound ed. New York: New American Library, 1954, p. 116. 25¢. (Hardbound edition available in the libraries.)

……

……

Falkner, Leonard. "Captor of the Barefoot General," *American Heritage*, Vol. XI, No. 5 (August, 1960), pp. 29-31, 98-100.

……

Swindler, William F. "The Letters of Publius," *American Heritage*, Vol. XII, No. 4 (June, 1961), pp. 4-7, 92-97.

……

Cecil, Robert. "The Famous Tax Included, Tea Was Still Cheaper Here," *American Heritage*, Vol. XII, No. 3 (April, 1961), pp. 8-11.

……

Engelman, Fred L. "The Peace of Christmas Eve," *American Heritage*, Vol. XII, No. 2 (December, 1960), pp. 28-31, 82-88.

……

Davidson, Marshall B. "Penn's City: American Athens," *American Heritage*, Vol. XII, No. 2 (February, 1961), pp. 11-29.

……

Alberts, Robert C. "Braddock's Alumni," *American Heritage*, Vol. XII, No. 2 (February, 1961), pp. 41-42, 80-83.

……

Barnes, Eric W. "All the King's Horses . . . and All the King's Men," *American Heritage*, Vol. XI, No. 6 (October, 1960), pp. 56-59, 86-87.

……

Josephy, Alvin M., Jr. "A Man To Match the Mountains," *American Heritage*, Vol. XI, No. 6 (October, 1960), pp. 60-63, 81-85.

……

Downs, Robert B. "American Firebrand--Thomas Paine: Common Sense," *Books That Changed the World*. paperbound ed. New York: New American Library, 1956. pp. 28-39. 50¢. (Hardbound edition available in the libraries)

……

Liddell-Hart, Captain B. H. "The Battle That Won An Empire," *American Heritage*, Vol. XI, No. 1 (December, 1959), pp. 24-31, 105-108.

……

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Billias, George A. "Soldier in a Longboat," American Heritage, Vol. XI, No. 2 (February, 1960), pp. 56-59, 89-94.

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Baker, Wallace C. "Exploit at Fayal," American Heritage, Vol. X. No. 4 (June, 1959), pp. 60-64.

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Cook, Fred C. "Francisco the Incredible," American Heritage, Vol. X, No. 6 (October, 1959), pp. 22-25, 92-95.

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Peattie, Donald Culross. "Benjamin Franklin: Multiple Genius," *Lives of Destiny*. paperbound ed. New York: New American Library, 1954, p. 122. 25¢. (Hardbound edition available in the libraries.)

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Rowse, A. L. "The Elizabethans and America," *American Heritage*, Vol. X, No. 3 (April, 1959), pp. 4-15, 94-98.

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# INSTRUCTIONAL MATERIALS

## LISTINGS FOR VISUAL AIDS

The visual aids which follow are listed in Classroom Motion Pictures, Filmstrips, and Art Slide Sets, Chicago Public Schools, 1961, and Approved List of Filmstrips for Elementary and Secondary Schools, Chicago Board of Education, 1961.

FILMS

American Revolution: The Background Period. Coronet Films, 1954. 10 min. b&w (X-A-182).

American Revolution: The Postwar Period. Coronet Films, 1954. 10 min. b&w (X-A-183).

American Revolution: The War Years. Coronet Films, 1954. 10 min. b&w (X-A-184).

Benjamin Franklin. Encyclopaedia Britannica Films, Inc., 1949. 17 min. b&w (X-B-66).

Declaration of Independence. Teaching Film Custodians, Inc., 1938. 16 min. color (X-D-57).

Eighteenth Century Life in Williamsburg: Community Life. Eastman, 1956. 11 min. color (X-W-29).

Eighteenth Century Life in Williamsburg: Home Life. Eastman, 1956. 21 min. color (X-W-27).

Eighteenth Century Life in Williamsburg. Eastman, 1956. 44 min. color (X-E-60).

George Washington. Encyclopaedia Britannica Films, Inc., 1951. 17 min. b&w (X-G-45).

Lafayette, Soldier of Liberty. Encyclopaedia Britannica Films, Inc., 1955. 16 min. b&w (X-L-78).

Our Declaration of Independence. Almanac Films, Inc., 1940. 20 min. b&w (X-O-9).

Our Living Declaration of Independence. Coronet Films, 1950. 17 min. b&w (X-O-15).

A Planter of Colonial Virginia. Encyclopaedia Britannica Films, Inc., 1940. 10 min. b&w (X-C-18).

## TEACHER'S NOTES

FILMSTRIPS

American Revolution--A Picture History. Encyclopeadia Britannica Films Inc., color.
"Causes of the Revolution"
"The War from Lexington to Princeton"
"The Declaration of Independence"
"The War from Saratoga to Valley Forge"
"The War at Sea"
"The War of the South"

Backgrounds of Our Freedom. Heritage Filmstrips, Inc. b&w.
"The American Revolution"
"Causes of the American Revolution"

The Development of the American Republic--Establishing the Republic. Society for Visual Education, Inc. color.
"Revolution and Independence"

Our National Government. Society for Visual Education, Inc. color.
"The Declaration of Independence"

The Pageant of America Series. Yale University Press Film Service. b&w.
"Patriots and Minutemen"
"The Thirteen Colonies Win Independence"

# UNIT III

## ESTABLISHMENT OF THE NEW NATION UNDER A FEDERAL CONSTITUTION

> **In the mild season of peace, with minds unoccupied by other subjects, they passed many months in cool, uninterrupted, and daily consultation; and finally, without having been awed by power, or influenced by any passions except love for their country, they presented and recommended to the people the plan produced by their joint and very unanimous councils.**
>
> John Jay, The Federalist Papers, No. 2

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### UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

**To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:**

Understandings

The first American national constitution, the Articles of Confederation, provided a weak central government that was in effect little more than a wartime alliance of independent sovereign states.

During and after the Revolution, the many weaknesses of government under the Articles became more and more apparent, and the movement for a central government with real power gradually grew stronger.

The outstanding achievement of the years under the Confederation was the settling of problems connected with Western lands.

The land policy initiated, survey and sale by the federal government, with a definite arrangement for admitting Western territories eventually into statehood equal with the original states, made possible the consolidation of the nation from the Atlantic to the Pacific.

### OUTLINE OF CONTENT

A. The Articles of Confederation

1. The Continental Congress
2. Organization and powers
3. Basic weaknesses

   Political instability
   Economic instability
   Rigidity--difficulty in amending

4. Settlement of Western land problems

   Land cessions by the states
   Land ordinance of 1785
   Northwest Ordinance of 1787

5. Foreign troubles
6. Shay's Rebellion

B. The Constitutional Convention

1. Earlier conventions
2. Membership of the Philadelphia Convention

## SUGGESTED LEARNING EXPERIENCES

Listed below are activities in which students may engage according to their needs, abilities, and interests.

A. The Articles of Confederation

**Make a set of outline notes defining the principal features of government as provided by the Articles of Confederation. Information may be obtained from reading in textbooks and other references. These notes may be used for spurring discussions about the following questions: (1) What resemblances are there in the Articles to the Charter of the United Nations? (2) Why can the Articles be said to have provided for a government "little more in effect than a wartime alliance"? (3) What were the weaknesses of the government under the Articles? (4) In what ways did the weaknesses of the Continental Congress under the Articles hinder the conduct of the Revolutionary War?

**Write from library research descriptive paragraphs of the major steps during the colonial years towards an American union, ending with the Articles of Confederation:

Second Continental Congress
First Continental Congress
Stamp Act Congress
Albany Plan of Union
New England Confederation

***Listen to, and take notes from, the teacher's discussion of factors in colonial life conducive to a feeling of American nationality and union. These may include: a common language and tradition; the frontier spirit of individual liberty and opportunity; the struggle for religious freedom; the distance from England with resulting difficulty of communication; and, ultimately, the unifying influence of colonial resistance to parliamentary interference after years of "salutary neglect". Lecture notes may then be written in outline form, with brief paragraphs explaining each major point.

*Prepare, under the teacher's direction, a chart of the powers of government and the weaknesses of the government under the Articles of Confederation. The charts may be kept and another column kept for showing how the government under the Constitution differed from, and corrected the weaknesses of, the Articles.

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*For the academically less able student
**For the able student
***For the academically talented student

# TEACHER'S NOTES

*From the Almanac of Liberty by William O. Douglas, or Thornton's Almanac for Americans, prepare a list of important anniversaries relating to such events in the Confederation era as the signing of the Articles or the Northwest Ordinance. Individual students may be assigned to prepare items for the bulletin board to appear on these dates. The same thing may be done for dates of other events in the story of the development of American democracy throughout the year.

**Using a historical atlas as a source, prepare desk outline maps of the area of the United States east of the Mississippi, indicating with colors or other marking patterns the following: the Western land claims of the colonies; the amount of land ceded to the federal government and the resulting limits of the thirteen original states; the Northwest Territory with its eventual state lines, names, and dates of statehood; and the eventual state lines, names, and dates for the states of the Southwest that were a part of the original territory of the United States. A special committee may prepare from library research a map of the Northwest Territory as planned by Jefferson, with the unusual state names he invented.

**Study in textbooks and other references the provisions for land survey and sale of the Western lands under the Land Ordinance of 1785. Prepare maps of a township, showing the proper dimensions and the special section to be used for public education. Students may also prepare, in their own words, written summaries of the effects these provisions have had on the modern United States.

*Study a teacher-prepared chalkboard map of a Western township with the proper dimensions. Participate in a teacher-led discussion of the meaning and importance of this plan. Consider why the land of the Middle West appears so different from that of the eastern United States from an aerial view. After the chalkboard is erased, students may test their memories by reproducing a map of a township in proper dimensions, using a ruler and a blank sheet of paper.

***Read and analyze the document the Northwest Ordinance, showing how it reflects the liberal principles of the Declaration of Independence. The meaning and implications of its principal provisions may be discussed thoroughly and notebook summaries of these ideas prepared. Special attention should be given to the influence of the Northwest Ordinance on education in Chicago.

*Make charts of the steps by which a territory becomes a state under the Northwest Ordinance. Discuss how this plan made possible the consolidation of the continental expanse of the modern United States.

**Discuss the attainment of political equality of territories under federal rule in the Northwest Ordinance. Write editorials with possible reference to: (1) failure of ancient empires to provide for the political maturity of provinces; (2) the possible inspiration of American experience in the development of Canada, Brazil, and Argentina; (3) comparison with the recent change of the British Empire to the British Commonwealth of Nations. Facts and ideas are available in the library.

### UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

The Constitutional Convention was brought about under the leadership of Alexander Hamilton and George Washington at what seemed to be a time of political and economic crisis.

From the compromises of the Convention came a government based on two fundamental ideas: dividing power between the states and a federal government; and separating of governmental powers into three distinct functions--legislative, executive, and judicial--with a plan for checking and balancing the powers.

The fight in the states over ratification brought out the need for guaranteeing individual rights in what became the first ten amendments, the Bill of Rights.

The Constitution, recalling the "right of revolution" in the Declaration, provided a flexible form of government that could be readily adapted to meet changing needs.

As it came from the Convention, the Constitution was a theoretical plan of government, and many institutional arrangements evolved through practical experience with precedents.

Out of the political opposition of two members of Washington's first cabinet, Hamilton and Jefferson, came some of the enduring financial policies of our government and two-party system.

The Alien and Sedition Laws inspired by conservative fears of the French Revolution brought into the open some controversies of long-continuing importance in our history--the nature of civil rights, immigration policy, and the right of a state to nullify acts of the federal government.

In order to free the states from the weakness of being liable to suits by individuals, and to correct a weakness in the electoral college system of selecting a

### OUTLINE OF CONTENT

3. Preliminary plans

   The Virginia Plan (large states)
   The New Jersey Plan (small states)
   The Great Compromise
   Lesser compromises

4. The fight for ratification
5. The Bill of Rights (first ten amendments)

C. The Basic Ideas of the New Federal Constitution

1. The federal system
2. Separation of powers (checks and balances)
3. Provisions for peaceful and orderly revolution

D. Launching of the New Government

1. Theory and practice in constitutional development
2. Establishment of precedents

   The President's Cabinet
   The President and the Senate
   Foreign policy
   Organization of the judiciary

3. Hamilton's financial policies
4. Jefferson and the two-party system
5. Alien and Sedition Laws
6. Amending of the Constitution

   The Eleventh Amendment
   The Twelfth Amendment

7. Marbury vs. Madison: doctrine of the judicial review

E. Establishment of an International Status

1. Trouble with England

## B. The Constitutional Convention

*Make use of some of the audio-visual aids recommended at the end of this unit to get a clear picture of the historical circumstances and dramatic personalities involved in the Constitutional Convention. Teacher-led discussions before and after the use of these aids should highlight the important lessons to be learned.

***Prepare a biographical survey of the members of the Constitutional Convention; and obtain, through the use of a simplified version of an important technique of research of the modern historian, an insight into the workings of the Convention and the nature of the Constitution. From a list of the participants at the Convention, students may divide the work of reading these biographies in the Dictionary of American Biography. Certain similar factors in the lives of each of them will be sought and recorded: age; education; social status; participation in the Revolution; professions, jobs, or trades; economic interests; and political experience. From this survey, conclusions may be drawn concerning the results of their lives in the making of the Constitution.

**Prepare, in outline form, brief notes of the major and lesser compromises at the Convention, including the constitutional provisions that resulted from them.

*Make a chart of the compromises during the Constitutional Convention. This can be done under teacher direction and from study of the textbook and other sources of information:

| The Problem | The Compromise | The Constitutional Provision |
|---|---|---|

**Read and discuss the Franklin speech at the end of the Convention. First, the historical mood and setting and the flavor of Franklin's wisdom and personality should be noted. Then the pattern of ideas as a critical argument should be analyzed, with discussions of their validity and usefulness as a guide to modern problems. (The speech may be found at the end of the unit and can be duplicated by the teacher.)

*After studying material in the text and other references, discuss the story of the fight for ratification of the Constitution. Notebook summaries of the major points may be made: the role of the Federalist Papers, the demand for a Bill of Rights, and the foreshadowing of the coming of political parties in the makeup of the opposing groups in the conflict.

***Selected items from the Federalist Papers may be read and discussed in class to arrive at a deeper understanding of the major themes in our American political development. The pertinence of the ideas expressed to present-day problems should be noted.

| UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS | OUTLINE OF CONTENT |
|---|---|
| President, two early amendments to the Constitution were necessary. | Frontier posts<br>Trade relations |
| The power of the Supreme Court to decide on the constitutionality of legislative and executive acts was enunciated clearly for the first time in the case of Marbury vs. Madison. | 2. The Jay Treaty<br>3. The Pinckney Treaty<br>4. Troubles with France<br>5. The Louisiana Purchase |
| After the Treaty of Paris in 1783, the independent status as a sovereign nation on the international scene was far from established, and this remained a major problem for the first few decades of national existence. | |
| The French Revolution and the resultant series of European wars confronted the new nation with the problem of neutrality, foreshadowing similar problems of the twentieth century. | |
| Although the War of 1812 was indecisive, the peace settlement did much to establish the international sovereignty of the new nation, and might justifiably be called "the Second War for Independence." | F. The War of 1812<br>1. Problem of neutrality in European wars<br>2. The drifting into war |
| With the proclamation of the Monroe Doctrine in 1820, the United States had established a definite philosophy of foreign policy, attained recognition as a nation to be reckoned with internationally, and begun an unofficial policy of co-operation with England and the British Empire that was to continue down to our own day. | 3. Course of the war on land and sea<br>4. Peace at Ghent<br>5. The Monroe Doctrine |
| Attitudes and Appreciations | |
| Students should acquire from the learning experiences of this unit: | |
| justifiable respect and admiration for the political wisdom of our American Constitution and the men who structured it | |

Using standard histories and reference works, engage in a short research project to formulate answers to the following historical question: "It has been said that, concurrent with the main Revolutionary activity, a 'Second American Revolution' was taking place. It was a movement toward greater participation in affairs by the common people. How was this demonstrated in the demand for a Bill of Rights as a part of the Constitution?"

## C. The Basic Ideas in the New Federal Constitution

*Obtain an understanding of the three basic constitutional ideas through a combination of teacher lecture and class discussion.

*Study mimeographed diagrams of the various ways that power is arranged under our American system of government; and then, through class discussion--questions, explanations, and comments--arrive at an understanding of division of powers and separation of powers.

***Demonstrate, through cartoon panels, diagrams or charts of students' own design, or other visual expression of ideas, an understanding of this unusual American arrangement of governmental powers.

**Write letters to an imaginary person in a totalitarian country such as Soviet Russia to explain how we Americans have planned the distribution of government power to guarantee the maximum of freedom and happiness to the individual.

**Listen to a chalk talk prepared by a group of fellow students, using arrows and lines to demonstrate how the plan for checks and balances operates in the three branches of our federal government.

**Define, through class discussion under the guidance of the teacher, the various ways that the Constitution has been made a flexible instrument of government. Make notebook summaries of the following: changes provided by frequent elections; amending the Constitution to meet changing needs; and legislative and judicial means of making and re-interpreting laws to provide for change.

***Write brief essays explaining and interpreting the following quotation:

> "Our Constitution is so simple and practical that it is possible always to meet extraordinary needs by changes in emphasis and arrangement without loss of essential form."
>
> -Franklin D. Roosevelt

## D. Launching the New Government

*Make a chronological outline of the major happenings and precedents established during the terms of office of Presidents Washington, Adams, and Jefferson.

a broadness of political thinking, stimulated by a proper emphasis on the valuable contributions to our American tradition of both the conservative and liberal political philosophies, as exemplified in the characters and actions of Alexander Hamilton and Thomas Jefferson.

Skills

Social studies skills should be improved and extended. The student should:

gain facts and ideas from the use of audio-visual materials

interpret historical concepts from charts and diagrams

express historical concepts through visual and dramatic techniques.

(NOTE: The teacher may wish to use this as the single unifying activity, organizing textbook study, other reading, class discussion, and other learning experiences.)

**Read biographies of Washington, Hamilton, Adams, and Jefferson, and other important figures from the period, centering interest in their roles in this Early National Period. These may be short biographies that are parts of larger collection or complete books from the reading list of books on different levels of interest and reading proficiency that is appended to this unit.

***Compare the Alien and Sedition Laws with various security measures which are taken today and the attitude of the Supreme Court toward these measures. Write a newspaper editorial upon: (a) the Alien and Sedition Laws and (b) a contemporary security measure.

**Listen to panel reports on the three important controversies launched by the Alien and Sedition Laws.

**Participate in classroom dramatic presentations of the views of Hamilton and Jefferson that might have been expressed by such people as:

a farmer on the Pennsylvania frontier
wealthy New York merchant
South Carolina planter
New England yeoman farmer
Boston lawyer
captain of a merchant ship.

**Make outline summaries of financial policies for the new nation introduced by Alexander Hamilton. Discuss: What future lines of American economic development are indicated by the Hamilton financial plans?

**Find a standard chart of the growth and development of our two-party system, and try to present it in some novel visual form; study a chart mimeographed by the teacher; or use one sketched on the chalkboard. Use this as the reference point and guide in a discussion of the nature and development of American political parties. Discuss particularly how the electoral system of selecting a President made possible--even inevitable--the development of political parties.

**Seek quotations from the writings and speeches of Hamilton and Jefferson to illustrate the political philosophies of the two men. Arrange them in opposing parallels to illustrate the fundamental differences of opinion.

E. Establishing an International Status

*Make a chronological chart of the events in the foreign relations of the United States from 1790 to 1820.

**List the diplomatic and international problems of the new United States in 1789. On a chart, indicate how many of these problems were settled by the Jay and Pinckney treaties.

## TEACHER'S NOTES

**Discuss the foreign policy of Washington. Evaluate his policy of avoiding "permanent alliances" both in terms of the problems of the new nation in his day and of the present international situation of the United States.

**Through special committee assignments, prepare and deliver oral reports to the class on the following topics: the Jay Treaty, the Pinckney Treaty, the Undeclared War with France, the War with the Barbary Pirates, and the Indian Campaigns in the Northwest.

F. The War of 1812

**Organize from study, reading, and class discussion, an outline set of notes under four main headings: The Causes of the War of 1812, Land Campaigns of the War, The Naval War of 1812, and The Results of the War of 1812.

**Discuss in class the following topic: Historians often speak of the War of 1812 as the most useless and unnecessary war in the history of the United States. What facts would justify or refute this statement? Summarize conclusions in short essay statements.

**Read and analyze in class the presidential message of James Monroe embodying the Monroe Doctrine.

***Write editorials on the Monroe Doctrine as they might have appeared at the time in:

a New York newspaper
a London newspaper
a Russian newspaper
a Mexican newspaper
a Spanish newspaper.

**Write essays expressing the basic principles of American foreign policy as developed by 1820.

## BENJAMIN FRANKLIN AT THE CONSTITUTIONAL CONVENTION EXPRESSES THE AMERICAN SPIRIT OF COMPROMISE IN URGING THE ADOPTION OF THE CONSTITUTION

In Convention, --the engrossed Constitution being read,--

Doctor Franklin rose with a speech in his hand, which he had reduced to writing for his own convenience, and which Mr. Wilson read in the words following:--

> Mr. President: I confess that there are several parts of this Constitution which I do not at present approve, but I am not sure I shall never approve them. For, having lived long, I have experienced many instances of being obliged, by better information or fuller considerations, to change opinions, even on important subjects, which I once thought right, but found to be otherwise. It is therefore that, the older I grow, the more apt am I to doubt my own judgment, and to pay more respect to the judgment of others.
>
> Most men, indeed, . . . think themselves in possession of all truth, and that wherever others differ from them, it is so far error. . . But though many think almost as highly of their own infallibility . . . few express it so naturally as a certain French lady, who, in a dispute with her sister, said, "I don't know how it happens, sister, but I meet with nobody but myself that is always in the right. . ."
>
> In these sentiments, sir, I agree to this Constitution, with all its faults, if they are such; because I think a general government necessary for us, and there is no form of government, but what may be a blessing to the people if well administered; and believe further, that this is likely to be well administered for a course of years, and can only end in despotism, as other forms have done before it, when the people shall become so corrupted as to need despotic government, being incapable of any other.
>
> I doubt, too, whether any other convention we can obtain may be able to make a better constitution. For, when you assemble a number of men to have the advantage of their joint wisdom, you inevitably assemble with those men all their prejudices, their passions, their errors of opinion, their local interests, and their selfish views. From such an assembly can a perfect production be expected? It therefore astonishes me, sir, to find this system approaching so near to perfection as it does; and I think it will astonish our enemies, who are waiting with confidence to hear that our councils are confounded, like those of the builders of Babel, and that our States are on the point of separation, only to meet hereafter for the purpose of cutting one another's throats.

Thus I consent, sir, to this Constitution, because I expect no better, and because I am not sure that it is not the best. The opinions I have had of its errors I sacrifice to the public good. I have never whispered a syllable of them abroad. Within these walls they were born, and here they shall die. If every one of us, in returning to our constituents, were to report the objections he has had to it, and endeavor to gain partisans in support of them, we might prevent its being generally received, and thereby lose all the salutary effects and great advantages resulting naturally in our favor among foreign nations, as well as among ourselves, from our real or apparent unanimity.

Much of the strength and efficiency of any government, in procuring and securing happiness to the people, depends on opinion--on the general opinion of the goodness of the government, as well as of the wisdome and integrity of its governors. I hope, therefore, that for our own sakes, as a part of the people, and for the sake of posterity, we shall act heartily and unanimously in recommending this Constitution (if approved by Congress and confirmed by the conventions) wherever our influence may extend, and turn our future thoughts and endeavors to the means of having it well administered.

On the whole, sir, I cannot help expressing a wish that every member of the Convention, who may still have objections to it, would with me, on this occasion, doubt a little of his own infallibility, and, to make manifest our unanimity, put his name to this instrument.

Whilst the last members were signing, Doctor Franklin, looking towards the President's chair, at the back of which a rising sun happened to be painted, observed to a few members near him, that painters have found it difficult to distinguish in their art, a rising, from a setting sun. I have, said he, often and often, in the course of the session, and the vicissitudes of my hopes and fears as to its issue, looked at that behind the President, without being able to tell whether it was rising or setting: but now at length, I have the happiness to know, that it is a rising and not a setting sun.

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NOTE: This excerpt may be found in James Madison's notes of the Convention. See Max Farrand (ed.), The Records of the Federal Convention, Vol. II (New Haven: Yale University Press, 1911), p. 641.

## MONROE DOCTRINE

. . . At the proposal of the Russian Imperial Government, made through the minister of the Emperor residing here, a full power and instructions have been transmitted to the minister of the United States at St. Petersburg to arrange by amicable negotiation the respective rights and interests of the two nations on the northwest coast of this continent. A similar proposal had been made by His Imperial Majesty to the Government of Great Britain, which has likewise been acceded to. . . . In the discussions to which this interest has given rise and in the arrangements by which they may terminate the occasion has been judged proper for asserting, as a principle in which the rights and interests of the United States are involved, that the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers. . . .

. . . Of events in that quarter of the globe, with which we have so much intercourse and from which we derive our origin, we have always been anxious and interested spectators. The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellow-men on that side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy so to do. It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense. With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers. The political system of the allied powers is essentially different in this respect from that of America. This difference proceeds from that which exists in their respective Governments; and to the defense of our own, which has been achieved by the loss of so much blood and treasure, and matured by the wisdom of their most enlightened citizens, and under which we have enjoyed unexampled felicity, this whole nation is devoted. We owe it, therefore, to candor and to the amicable relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the Governments who have declared their independence and maintained it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States. . . .

The late events in Spain and Portugal show that Europe is still unsettled. Of this important fact no stronger proof can be adduced than that the allied powers should have thought it proper, on any principle satisfactory to themselves, to have interposed by force in the internal concerns of Spain. To what extent such interposition may be carried, on the same principle, is a question in which all independent powers whose governments differ from theirs are interested, even those more remote, and surely none more so than the United States. Our policy in regard to Europe, which was adopted at an early stage of the wars which have so long agitated that quarter of the globe, nevertheless remains the same, which is, not to interfere in the internal concerns of any of its powers; to consider the government de facto as the legitimate government for us; to cultivate friendly relations with it, and to preserve those relations by a frank, firm, and manly policy, meeting in all instances the just claims of every power, submitting to injuries from none. But in regard to those continents circumstances are eminently and conspicuously different. It is impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness; nor can anyone believe that our southern brethren, if left to themselves, would adopt it of their own accord. It is equally impossible, therefore, that we should behold such interposition in any form with indifference. . . .

## READING AND REFERENCES

### BASIC TEXTBOOK REFERENCES

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Bragdon-McCutchen. *History of a Free People*, 1960, pp. 75-100, 151-206.

Canfield-Wilder. *Making of Modern America*, 1960, pp. 124-192.

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### A. *The Articles of Confederation*

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*Douglas, William O. *An Almanac of Liberty*. New York: Doubleday & Company, 1954.
Commentaries on the anniversaries of great landmarks in the history of American freedom.

***Jensen, Merrill. *The New Nation, A History of the United States During the Confederation; 1781-1789*. New York: A. A. Knopf, 1950.
A work primarily useful for reference.

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**________. *The Framing of the Constitution of the United States*. New Haven: Yale University Press, 1936.

*Fisher, Dorothy G. *Our Independence and the Constitution*. New York: Random House, 1950. (Landmark Series.)
An informative work for poor readers; but useful for any level of ability.

**Padover, Saul K. The Living United States Constitution. New York: New American Library. Paperbound. MD-95. 50¢.

A useful treatise for short biographies of members of the Convention and summaries of important constitutional interpretations by the Supreme Court.

**Van Doren, Carl. The Great Rehearsal; the Story of the Making and Ratifying of the Constitution. New York: The Viking Press, 1948.

A thorough narrative history of the Constitutional Convention.

### C. The Basic Ideas of the New Federal Constitution

*Morris, Richard B. The First Book of the Constitution. New York: Franklin Watts, 1958.

An excellent starting place for the slow reader.

***Rossiter, Clinton (ed.). The Federalist Papers: Hamilton, Madison, Jay. paperbound ed. New American Library. MT-328. 75¢.

A well-edited version of the famous defense and explanation of the Constitution.

*Welch, Joseph, and Hofstadter, Richard. The Constitution. Boston: Houghton Mifflin Company, 1956.

A dramatic re-telling of the story and meaning of the Constitution based on three successful TV dramatizations on Omnibus.

### D. Launching the New Government

**Bowers, Claude G. Jefferson and Hamilton: The Struggle for Democracy in America. Boston: Houghton Mifflin Company, 1925.

A picturesque and readable account despite slight bias toward Jefferson.

*Judson, Clara Ingram. Thomas Jefferson, Champion of the People. Chicago: Wilcox & Follett, 1952.

**Miller, John C. Crisis in Freedom: The Alien and Sedition Acts. Boston: Little, Brown and Company, 1951.

A good explanation somewhat marred by an attempt to prove similarities to the 1950's.

**Padover, Saul K. Jefferson. New York: Harcourt, Brace & Company, 1942.

————. ————. New York: New American Library. MD-160. 50¢.

**Schachner, Nathan. Alexander Hamilton, Nation Builder. New York: McGraw-Hill, Inc., 1952.

**Schachner, Nathan. The Founding Fathers. New York: G. P. Putnam's Sons, 1954.

A good survey of the Federalist era from the biographical approach.

**Smith, James M. Freedom's Fetters: The Alien and Sedition Laws and American Civil Liberties. Ithaca, N.Y.: Cornell University Press, 1956.
A thorough and scholarly account with a broader thesis than the Miller book listed on the preceding page.

E. Establishing an International Status

**Bailey, Thomas A. Diplomatic History of the American People. 6th ed. New York: Appleton-Century-Crofts, 1958.

***Bemis, Samuel Flagg. A Diplomatic History of the United States. New York: Henry Holt and Company, 1955.
These two college texts contain excellent and readable chapters dealing with this period that can be assigned for high school students.

F. The War of 1812

**Beirne, Francis F. The War of 1812. New York: E. P. Dutton & Company, 1949.

**Forester, C. S. The Age of Fighting Sail: the Story of the Naval War of 1812. New York: Doubleday & Company, 1956.

**Gilpin, Alec R. The War of 1812 in the Old Northwest. East Lansing, Mich.: Michigan State University, 1958.

**Tucker, Glenn. Poltroons and Patriots: A Popular Account of the War of 1812. 2 vols. Indianapolis: Bobbs-Merrill Company, 1954.

**Perkins, Dexter. A History of the Monroe Doctrine. rev. ed. Boston: Little, Brown & Company, 1955.
A history by the "foremost authority on the Monroe Doctrine"; useful for Latin-American policy in later periods as well.

## INSTRUCTIONAL MATERIALS

The visual aids which follow are listed in Classroom Motion Pictures, Filmstrips, and Art Slide Sets, Chicago Public Schools, 1961, and Approved List of Filmstrips for Elementary and Secondary Schools, Chicago Board of Education, 1961.

### FILMS

American Revolution: The Postwar Period. Coronet, 1954. 10 min. b&w (X-A-183).

The Monroe Doctrine. Warner TFC, 1939. 16 min. color (X-M-166).

### FILMSTRIPS

American History Series, Young America Films--McGraw-Hill. color.
"Problems and Policies of the New Government"
"The Young Nation in World Affairs"

Growth of Our Nation, Eyegate House. color.
"A Difficult Period, 1783-88"
"The New Plan of Government"
"Problems of the New Nation"
"The War of 1812"

Our National Government, Society for Visual Education. color.
"The Articles of Confederation--A Plan That Failed"
"The Making and the Adoption of the Constitution"

The Pageant of America Series, Yale University Press Film Service. b&w.
"Free Americans Establish a New Nation"
"The Young Nation and Foreign Affairs"

# UNIT IV

## OUR AMERICAN CONSTITUTIONAL GOVERNMENT

> The American Constitution is the oldest written constitution in existence. It can claim, indeed, to be the first constitution in the modern world, and that it has survived so long is a tribute to the sagacity, moderation, and sense of the possible shown by its makers.
>
> D. W. Brogan, Politics in America

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UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:

Understandings

The Articles of Confederation was a pact among independent states; whereas government under the Constitution, carrying forward ideas in the Declaration of Independence, is a government directly of the people; and Americans are citizens of both federal and state governments.

The Constitution performs three important jobs within the framework of a special arrangement of powers: (1) it divides powers between the federal and state governments; (2) it separates federal power into three branches; (3) it limits the powers of both federal and state governments.

The Constitution in 1789 was a plan for the handling of power in a nation, a government in theory; in its beginnings and development since then, in the actual practice of handling power, it is often something different. Our government must be understood in both its theoretical and in its practical aspects.

OUTLINE OF CONTENT

A. Basic Principles of American Constitutional Government
   1. "We the People"
   2. Six purposes of government
   3. Dual citizenship
   4. Special arrangement of powers
   5. Limited government
   6. The Constitution in theory and practice

B. The Legislative Branch
   1. Bicameral legislature
   2. The House of Representatives
   3. The Senate
   4. Constitutional definitions for distributing powers

      Delegated powers
      Denied powers
      Reserved powers
      Concurrent powers
      Implied powers

## SUGGESTED LEARNING EXPERIENCES

(TO THE TEACHER: It is assumed that the principal learning experience for this unit will be the classroom reading and analysis of the federal Constitution itself. The document is available in every social studies textbook. Some help and guidance for the teacher can be found in A Teacher's Guide to the Classroom Study and Analysis of the Great American Documents, Part II. From the Constitution the student can learn the theoretical principles of our American government. The contemporary practice of government will be emphasized in the activities **which follow.)**

Listed below are activities in which students may engage according to their needs, interests, and abilities.

### A. Basic Principles of American Constitutional Government

**Make a list of things accomplished recently by the federal government under headings of the six purposes of government under the Constitution in the Preamble. Activities of the government may be taken from recent events reported in newspapers, news magazines, and other publications such as the World Almanac, which include annual chronological surveys of recent history.

*In a section of their notebooks, students may enter new and unfamiliar words and phrases that occur in the study of the Constitution. Students should choose these words according to their own individual needs, define each term in their own words, and compose two or three original sentences using the term correctly.

***Write editorials, using one of the phrases from the Preamble as a title and theme for a discussion of one of the current national or international problems. Some possible titles would be: "We the People"; "The Blessings of Liberty"; "A More Perfect Union"; or "The Common Defence."

*Write a simple paraphrase of the Preamble after it has been read and discussed.

### B. The Legislative Branch

**Find, from library research, the necessary information for the first part of a special notebook project that will continue throughout this unit and will be organized under the title, "My Political Guide and Directory: The Federal Government--Legislative Branch." This will consist of numbers, names and addresses (local and Washington) of the following:

1. My congressional district

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*For the academically less able student
**For the able student
***For the academically talented student

## TEACHER'S NOTES

2. Number of Illinois representatives
3. My representative in the House
4. The two senators from my state
5. The President of the Senate
6. The Speaker of the House
7. President pro tempore of the Senate

Include as much other information about the present Congress as may be found useful.

**Using Who's Who, Current Biography, and the current Congressional Directory, prepare short biographical sketches of the personalities listed in the project above.

**Work out the gerrymandering of congressional districts in an imaginary state, with county population statistics and party affiliation of this population provided. The planning of this assignment can be the work of a special student committee that will also present a report on the nature, history, and current status of the problem of gerrymandering.

*Using an outline provided by the teacher, prepare a summary of all the constitutional facts concerning Congress. Each fact should be stated in a complete sentence.

*Tell the story of "How a Bill Is Passed Through Congress," using original diagrams and/or cartoon panels.

**Listen to a formal debate prepared and argued by two teams of four students each on this topic-- Resolved: That all sessions of Congress should be televised.

**Study diagrams of the committee system and the political party organization in both houses of Congress. Write brief explanations of the operations and importance of the activities of these two types of organization in Congress. The aim could be an attempt to explain the workings of Congress to a foreign student who knows our federal legislature only through the provisions in the Constitution.

*From a study of separate diagrams showing the workings of Congress from three different aspects--(1) the Constitutional framework; (2) the political party organization; and (3) the committee system--prepare a single diagram showing all three.

**Write imaginary newspaper articles which deal with the impeachment of Andrew Johnson.

*Listen to a student committee report on the historical instances of impeachment since the beginnings of our government. Students may then write a summary in complete sentences of the impeachment process.

**UNDERSTANDINGS, ATTITUDES APPRECIATIONS, AND SKILLS**

The Great Compromise at the Constitutional Convention between the larger states and the smaller states resulted in different representation in the two houses of the legislature: all states have equality in the Senate, and the larger states have more power in the House.

A check on the power of the executive and judicial branches is provided by the impeachment process by means of which the Congress has the power to remove executive and judicial officers--the House of Representatives having the right to pass a Bill of Impeachment and the Senate having the right to try the officer impeached.

The President, within the restrictions of the Constitution, is the wielder of vast powers.

The powers of the President can be summarized as executive powers (including the supreme military power of the state), legislative powers, and judicial powers. He has a definite share of the power of Congress to make laws; in the appointment of judges and his power of pardon and commutation, he has judicial powers; and as the head of the executive branch, he is the chief executive officer.

The President's cabinet provides an excellent example of the manner in which, from a brief constitutional statement, an entire and vast network of executive departments has developed.

The Vice-President is primarily an officer of the legislative branch in his capacity as President of the Senate, and his secondary function is his position as successor to the Presidency of the United States.

The judicial branch has the three-part job of interpreting the Constitution, interpreting the laws passed by Congress, and applying these laws to individual cases.

**OUTLINE OF CONTENT**

5. The impeachment process

C. The Executive Branch

1. Theory and practice in electing a President
2. Powers of the President
    - Executive powers
    - Legislative powers
    - Judicial powers
    - Military powers
3. The executive departments
    - Constitutional provision
    - Development of the cabinet
    - Present executive departments--
        - Department of State
        - Department of the Treasury
        - Department of Justice
        - Department of the Post Office
        - Department of Defense
            - Army
            - Navy
            - Air Force
        - Department of the Interior
        - Department of Agriculture
        - Department of Commerce
        - Department of Labor
        - Department of Health, Education, and Welfare
4. The Vice-President
5. Presidential succession

D. The Judicial Branch

1. Federal court system
2. Common law, statute law, and equity
3. The Supreme Court
4. Definition of treason

## C. The Executive Branch

**Complete Part II of "My Political Guide and Directory: The Federal Government---Executive Department," incorporating the names and addresses of the President, Vice-President, and the heads of the executive departments.

*Using an outline provided by the teacher, prepare a summary of all the constitutional facts about the executive branch. Each fact should be stated in a complete sentence.

**Study and discuss the workings of the electoral college, using a single-page summary of statistical data from the last presidential election. A student committee may prepare the summary of the popular and electoral votes by states, and enough copies may be duplicated for the entire class.

*Write summaries in students' own words of each of the five major steps in the election of a President under the electoral college system.

***Form committees to prepare and present special reports on famous presidential campaigns and elections: 1800, 1824, 1840, 1860, 1876, 1932, 1948, 1960.

**Form teams of two or three students to do research on the ten executive departments. Prepare charts and diagrams to use in giving oral reports to the class.

**Read short biographies of the thirty-four Presidents in The Dictionary of American Biography or other biographical collections. By drawing lots, each student can be assigned to three or four of the Presidents, and may write "Miniature biographies" that will emphasize the presidential careers of his subjects. In class discussion, the following questions may be considered: Who were the greatest Presidents? What Presidents were responsible for innovations in the exercise of presidential powers?

*Make a collection of newspaper clippings which illustrate the activities of the present President of the United States and the executive departments. These may be classified under the various powers of the President as given in the Constitution, and used as the basis for oral reports, class discussion, and bulletin-board displays.

*Collect information in preparation for a real or imaginary trip to Washington, D. C. Decide what places would be most important to visit for a further understanding of our federal government.

**Conduct similated sessions of the TV program Meet The Press, with students designated to play parts of past Presidents.

## D. The Judicial Branch

**Complete Part III of "My Political Guide and Directory: The Federal Government--The Federal Judiciary." Include names and addresses of present members of the Supreme Court and the judges of the local district federal court.

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

In our American legal system, growing out of the English tradition, there are three kinds of law: statute law, common law, and equity.

The principle of judicial review was not specifically mentioned in the Constitution, but rather was developed in practice. The main function of the Supreme Court has become the determination of the constitutionality of laws, both state and federal, brought before it by cases on appeal from the lower courts.

The ideas of federalism and dual citizenship required that the official acts of one state had to be recognized in every other state, and the privileges and immunities of citizenship in one state had to be extended to the citizens of every other state.

The plan of the Northwest Ordinance, whereby western territories could attain full and equal status with earlier states, was accepted in the Constitution.

With the single exception of the right of every state to equal representation in the Senate, any provision of the Constitution may be changed; but the process of change was made slow and difficult.

The supremacy of the federal Constitution, and acts of the federal government in accord with its provisions was asserted in Article VI.

The Constitution contains specific guarantees for the individual against the abuse of power by government, majorities, and other individuals.

Rights should always be thought of in connection with two other associated concepts, duties and limits. Every right must have a recognizable and enforceable limit, and for every right there must be

OUTLINE OF CONTENT

E. Relations of the States
   1. Full faith and credit clause
   2. "Privileges and immunities"
   3. Extradition
   4. New states and territories
   5. Federal protection of the states

F. The Amendment Process and Federal Supremacy

G. Rights of the Individual
   1. Rights, duties, and limits
   2. Denied powers as rights
   3. The five freedoms
   4. Rights of persons accused of crimes
   5. The right to vote

H. Politics and Parties
   1. The role of political parties
   2. Pressure groups
   3. Political party organizations

*Using an outline furnished by the teacher, summarize the constitutional facts about the judicial branch, stating them in complete sentences.

**Invite a law student, perhaps an acquaintance of the teacher or some member of the class, to discuss requirements for bar examinations and other aspects of law as a profession.

**Prepare lawyer's briefs--a summary or precis of the circumstances of the case, the legal or constitutional question at issue, and the decision of the court--for some of the important Supreme Court cases in our history, using the abridged selections of case reports in Cushman's Leading Constitutional Cases.

**Write biographical sketches of some of the famous justices who have served on the Supreme Court. The emphasis should be on their contributions to the development of Constitutional interpretation.

*Compile a collection of clippings from newspapers and news magazines which illustrate the current activities in the federal court system.

***Read secondary historical works which deal with the famous treason trial of Aaron Burr. Try to draw some conclusion regarding the guilt or innocence of the central figure.

## E. Relations of the States

*Make a list, under the guidance of the teacher, of the rights, privileges, and immunities that a citizen of one state has that must be respected in all states.

**Listen to a student committee report on the story of the two latest admissions of states to the Union: Alaska and Hawaii.

**Form committees to report on recent periodical articles, as listed in the Readers' Guide, which deal with interstate and federal-state co-operation as: extradition, Social Security, FBI's cooperation with local police agencies, grants-in-aid, joint federal-state research, and interstate compacts.

## F. The Amendment Process and Federal Supremacy

**Write impromptu essays on the topic: "Federal Supremacy, A Necessary Condition of American Government."

**Discuss the question of whether or not the power of the federal government has grown too great at the expense of the powers of the states. On the next class day, hold an impromptu debate. Every student should be prepared to argue either "pro" or "con" on the proposition for one minute.

*Prepare individual diagrams of the two methods of proposing amendments and the two methods of ratifying them. Two fractions--two-thirds and three-fourths--should be emphasized as a help in remembering the mechanics of the amendment process.

a corresponding set of duties to make it meaningful.

The right to vote, fundamentally granted to citizens through their states, has by amendments gradually been extended through the federal power.

Political parties have served as the "middlemen" between the people and their government, and have proved a necessary link between the separated branches of government.

Attitudes and Appreciations

Students should acquire from the learning experiences of this unit:

respect for the political wisdom of the makers of the federal Constitution

the loyalty toward our governmental institutions that can come from an understanding of its processes

an insight into the importance of both theory and practice in maintaining a government of the people, by the people, and for the people.

Skills

Social studies skills should be improved and extended. The student should:

summarize important facts and ideas

experiment with creative writing that applies essential information to imaginary situations

practice critical thinking that recognizes the complementary nature of theory and practice.

**Listen to a student committee report on the story of the proposal and ratification of the Twenty-third Amendment.

G. Rights of the Individual

**Participate in a discussion of the meaning and importance of each of the five freedoms stated in the First Amendment. Five students may be chosen to serve as discussion leaders, each of them preparing to delineate the "right," the corresponding "duties" and the possible "limit" that must be recognized in the exercise of the right.

*Make a list of the rights of a citizen who has been accused of a crime. Rights given in Article I, Section 9 should be listed as well as those found in the Bill of Rights. Each right should be expressed in a single complete sentence and the sentences numbered.

**Write a letter to an imaginary citizen of a country under a dictatorship, explaining the meaning and importance of government recognition of individual rights.

*With the help of the teacher, discuss and evaluate the importance of the right of "taking the Fifth Amendment."

H. Politics and Parties

*Draw conclusions concerning the following statement: "My single vote cannot make any real difference."

**Make diagrams showing national, state, and local political party organization. Each student should be prepared to explain, by reference to the chart, the operation of political parties.

**Consider and evaluate some important ideas about American politics:

1) Political parties are necessary to make our government function: they serve as middlemen between the people and their government, and they provide a needed link between the separated branches of government.

2) It is fortunate that there have been but small differences between our two major parties--extreme differences might lead to the breakdown of government and even revolution.

3) The word "politician" should be treated, accepted, and used with more respect. A politician is one who makes a career of getting and using political power, and that is a legitimate and useful career in our governmental system.

4) American political parties are neither liberal or conservative but combinations of both. They are coalitions of various interest groups; they are able to compromise extreme demands.

*Make collections of materials used in political campaigns: campaign buttons, pamphlets, posters, and other memorabilia. Use them to prepare bulletin-board exhibits.

## THE CONSTITUTION OF THE UNITED STATES

## XXIII AMENDMENT

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SECTION 1. The district constituting the seat of the government of the United States shall appoint in such manner as the Congress may direct: a number of electors of President and Vice-President equal to the whole number of senators and representatives in Congress to which the district would be entitled if it were a state, but in no event more than the least populous state; they shall be in addition to those appointed by the states, but they shall be considered for the purposes of the election of President and Vice-President to be electors appointed by a state; and they shall meet in the district and perform such duties as provided by the 12th Article of Amendment.

SECTION 2. The Congress shall have the power to enforce this Article by appropriate legislation.

April, 1961

## READING AND REFERENCE

### BASIC TEXTBOOK REFERENCES

**(TO THE TEACHER: The basic text for this unit is the federal Constitution itself; available, in some cases with annotations, in each of the basic textbooks listed in preceding units.)**

### A. Basic Principles of American Constitutional Government

**Beloff, Max. American Federal Government. New York: Oxford University Press, 1960. (Paperbound edition available.)

**Brogan, D. W. Politics in America. paperbound ed. New York: Anchor Books. A-198. $1.45.

These two works, dealing generally with American government under the Constitution, were written by two British political scientists for readers with little knowledge of our government.

*Coyle, David Cushman. The United States Political System. paperbound ed. New York: Mentor Books; New American Library. MD-319. 50¢.

A simple, journalistic explanation of the basic principles of American government for less able readers.

**Griffith, Ernest S. American System of Government. paperbound. rev. ed. New York: Frederick A. Praeger. U-502. $1.60.

**Haefner, John H., et al. Our Living Government. Chicago: Scott, Foresman and Company, 1960.

*McClenaghan, William A., and Magruder, Frank A. American Government. Boston: Allyn and Bacon, Inc., 1960.

These two books, from the basic list of textbooks for the course in basic American government, may be used for chapter reading assignments during this unit.

### B. The Legislative Branch

**Bailey, Stephen K. Congress At Work. New York: Henry Holt and Company, 1952.

**Bailey, Stephen K. Congress Makes A Law. New York: Columbia University Press, 1950.

A case study of the passage of a law through Congress, using the Employment Act of 1946.

**Congressional Directory. Washington, D.C.: U.S. Government Printing Office. (New edition for each session of Congress.)
Biographical data on the present member of Congress; "can usually be obtained free from your congressman."

*Coy, Harold. First Book of Congress. New York: Watts, 1958.
For less able readers, an excellent introduction.

*Griffith, Ernest S. Congress: Its Contemporary Role (2d. ed.). New York: New York University Press, 1956.

***Kennedy, John F. Profiles In Courage. New York: Harper and Brothers, 1956.
Narrative studies of famous courageous stands by members of the Senate.

**White, William S. The Citadel: The Story of the United States Senate. New York: Harper and Brothers, 1957.

C. The Executive Branch

*Fincher, E. B. The President of the United States. New York: Abelard-Schuman, 1955.
A thorough coverage of the subject; exceptionally easy to read.

*Lorant, Stephen. The Presidency: A Pictorial History of Presidential Elections from Washington to Truman. New York: The Macmillan Company, 1951.

**Roseboom, E. H. History of Presidential Elections. New York: The Macmillan Company, 1957.

*Smith, Merriman. A President Is Many Men. New York: Harper and Brothers, 1948.
A reporter's anecdotal presentation of the life of the modern President.

D. The Judicial Branch

*Coy, Harold. First Book of the Supreme Court. New York: Franklin Watts, 1958.

**Cushman, Robert E. (ed.). Leading Constitutional Decisions 11th ed. New York: Appleton-Century-Crofts, 1958.
Reports on the important Supreme Court decisions in American history.

**Swisher, Carl Brent. Historic Decisions of the Supreme Court. paperbound ed. New York: Anvil Books. 29. $1.25.

E. Relations of the States

F. The Amendment Process and Federal Supremacy

G. Rights of the Individual

(TO THE TEACHER: Books listed under "A" are applicable here.)

H. Politics and Parties

**Lubell, Samuel. The Future of American Politics. New York: Harper and Brothers, 1950. (Paperbound edition available.)
A significant analysis of present-day political party trends.

INSTRUCTIONAL MATERIALS

The visual aids which follow are listed in Classrooms Motion Pictures, Filmstrips, and Art Slide Sets, Chicago Public Schools, 1961, and Approved List of Filmstrips for Elementary and Secondary Schools, Chicago Board of Education, 1961.

FILMS

The Congress. Encyclopedia Britannica Films, 1954. 18 min. b&w (X-C-114).

Our Basic Civil Rights. Coronet Films, 1950. 13 min. b&w (X-O-24).

Our Bill of Rights. Almanac Films, 1940. 20 min. b&w (X-O-11).

Our Constitution. Almanac Films, 1941. 20 min. b&w (X-H-14).

Our Living Constitution. Coronet Films, 1949. 10 min. b&w (X-O-23).

The President. Encyclopedia Britannica Films, 1954. 17 min. b&w (X-P-102).

The President's Cabinet. Encyclopedia Britannica Films, 1954. 12 min. b&w (X-P-69).

The Supreme Court. Coronet Films, 1949. 10 min. b&w (X-S-85).

The Supreme Court. Encyclopedia Britannica Films, 1954. 17 min. b&w (X-S-175).

Your Government: The Congress. McGraw-Hill Text-Films, 1949. 10 min. b&w (X-Y-15).

Your Government: The Presidency. McGraw-Hill Text-Films, 1949. 11 min. b&w (X-Y-13).

Your Government: The Supreme Court. McGraw-Hill Text-Films, 1949. 9 min. b&w (X-Y-14).

FILMSTRIPS

Government in Action. Encyclopedia Britannica Films. color (800-820).

Your Federal Government. Young America Films. color (800-856).

# UNIT V

# THE STATE GOVERNMENT OF ILLINOIS

> Were not this great country already divided into states, that division must be made, that each might do for itself what concerns itself directly, and what it can so much better do than a distant authority.
>
> *Autobiography*, Thomas Jefferson

## UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:

### Understandings

Illinois state government has those residual powers not specifically delegated to the federal government nor denied to the states in the federal Constitution.

The Illinois Constitution is, in general, a less adaptable instrument than the federal Constitution.

The Illinois Constitution is basically similar to the federal Constitution, and it is helpful in understanding both to stress the points of difference.

A difference of interest between the metropolitan region of Chicago and "downstate" Illinois is exhibited in the apportionment of representatives for the General Assembly.

A recognized service of state governments has been the testing of new governmental techniques; the Illinois method of cumulative voting for representatives to insure a voice in government for minority-party interests is a good example of this function.

## OUTLINE OF CONTENT

A. Introduction and Background to Illinois Constitutional Government

1. Earlier constitutions, 1818 and 1848
2. State powers under the federal Constitution

   Article I, Section 10
   The Tenth Amendment
3. Illinois and federal constitutions: similarities and differences
4. Boundaries of Illinois
5. Distribution of powers
6. Illinois Bill of Rights

B. The Legislature: The Illinois General Assembly

1. Membership

   Qualifications, terms, and elections
   Reapportionment
   Cumulative voting

## SUGGESTED LEARNING EXPERIENCES

(TO THE TEACHER: It is assumed that the principal learning experiences for this unit will be found in the classroom reading and analysis of the Illinois Constitution itself. Copies, along with other materials, may be obtained by writing to the Secretary of State, Capitol Building, Springfield, Illinois. Some help and guidance for the teacher is provided in A Teacher's Guide to the Classroom Study and Analysis of the Great American Documents, Part III. In the activities listed below, the practice of government in Illinois, rather than the theory, will be emphasized.)

Listed below are activities in which students may engage according to their needs, interests, and abilities.

A. Introduction and Background to Illinois Constitutional Government

*Collect newspaper items for a week or longer, illustrating the activities of the Illinois state government; include the governor and the various agencies of the executive branch, the courts, the General Assembly (if it be in session), and the government of Cook County.

**Make a list of various ways in which, in daily routine, students come into contact with, under the protection of, or in some way benefit from, the laws of the state government. Use this as the basis for a class discussion of the importance of the Illinois government in their daily lives.

**Formulate, under the guidance of the teacher, a short paragraph stating the area of powers of state governments as limited by the Tenth Amendment and Article I, Section 10, of the federal Constitution. Another short paragraph may define as simply as possible the idea called "Distribution of Powers" in the Illinois Constitution.

**Compare, as to length, form, and organization, the federal and state Constitutions, after reading the Preambles of both and making a rapid overview of the titles of the Articles in the Illinois Constitution.

*Using a wall map, note the boundaries of the state of Illinois. Why can it be said that "Illinois is almost an island"? Trace the principal waterways and the larger cities. Discuss the topography, weather conditions, crops, principal industries, transportation routes, and the population.

*Prepare, as a class project, a brochure entitled "Visiting Historic Places in Illinois." Write to the Illinois Department of Conservation, State Capitol Building, Springfield, Illinois, for pamphlet descriptions of such places as New Salem State Park, Starved Rock State Park, Pere Marquette State Park, and the Lincoln Tomb and Lincoln House in Springfield.

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*For the academically less able student
**For the able student
***For the academically talented student

**UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS**

The governor of Illinois has powers similar to those of the President, but in some instances he has more control over the legislature than the President has over Congress.

One effective innovation in government in Illinois that is generally admitted to be successful is the governor's power to veto individual items in an appropriation bill.

The Illinois court system is provided for directly in the state Constitution and not by legislative action as in the federal government. All judges in Illinois are elected for specified terms from definite districts, and no independent judiciary exists, as under the federal Constitution.

The federal Constitution forbids the states to deny the right to vote because of race, color, previous condition of servitude, or sex; within these limits the Illinois Constitution determines suffrage qualifications in the positive terms of citizenship, age, and residence.

Authority over, and responsibility for, the public educational system belongs to the state government; actual administrative and fiscal control is vested in local administrative units.

Even after recent improvement, the amending process in the Illinois Constitution is still far less amenable to change than that in the federal Constitution.

Counties, municipalities, and townships in Illinois are quasi-corporations occupying a legal position wholly subordinate to the state government. There is no division of powers between the state government and local agencies of government in Illinois.

**OUTLINE OF CONTENT**

2. Operation and organization

    Powers
    Passage of bills

C. The Executive Branch

1. Elected officers

    Terms
    Duties
    Requirements

2. Powers of the governor

3. Item veto

D. The Judicial Branch

1. Illinois court system

2. Illinois judges

E. Suffrage

F. Education

G. Constitutional Amendment

H. Local Government

I. The Six Local Governments of Chicago

1. The Cook County Board

2. The City Corporation

3. The Forest Preserve District

4. The Chicago Park District

5. The Board of Education

6. The Chicago Sanitary District

B. The Legislature: The Illinois General Assembly

**Find, from library research, the necessary information and continue the special notebook project begun in the last unit: "My Political Address--Illinois Government," obtaining information about present officeholders in the executive, legislative, and judicial branches; and the numbers of their state senatorial, representative, and supreme court districts.

**Prepare a chart that will present comparatively the facts and organization of the federal Congress and the Illinois General Assembly. Each fact should be stated in a complete sentence.

**Tell the story of "How a Bill Is Passed Through the General Assembly," using original diagrams and/or cartoons.

*Listen to a report by a student committee of two or three members delivering a carefully prepared "chalk talk" on the apportionment of representatives in the Illinois House of Representatives.

*Using an outline provided by the teacher, write a summary of all of the Constitutional facts about the Illinois General Assembly. State each fact in a complete sentence.

**After reading the constitutional provision and discussing it with the teacher, write brief paragraphs explaining the idea of cumulative voting.

***Prepare and participate in a debate on the question of whether or not the Illinois General Assembly should have annual sessions.

**Write a letter to their representatives or senator in the General Assembly expressing an opinion about some actual prospective legislation or about some which is, or ought to be, considered for passage and justify positions on the matter. (America Speaks, a pamphlet which gives the names and addresses of legislators may be obtained from the Carl Gorr Printing Company, 1801 West Byron Street, Chicago 13, Illinois.)

C. The Executive Branch

*Summarize for notebooks the essential facts about the executive branch of the Illinois government. Use them as the basis for discussion, comparing the federal executive branch with that of Illinois.

**Write short biographical sketches of the former governors of Illinois.

*Collect information in preparation for a real or imaginary trip to Springfield, the state capital. Decide what places would be most important to visit for an understanding of our state government. Make plans as well to see the various places associated with Abraham Lincoln.

**Discuss the governor's veto power, comparing it with that of the President.

| UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS | OUTLINE OF CONTENT |
|---|---|

**Attitudes and Appreciations**

The student should acquire from the learning experiences of this unit:

recognition of the importance of state and local government in our daily lives

pride in some of the unique features of the Illinois state government

acquisition of new bases of loyalty to state traditions and institutions.

**Skills**

Social studies skills should be improved and extended. The student should:

acquire, through research, information about local and state government

express conclusions gained from research in various types of formal and informal reports.

**Make individual research reports on the duties and activities of the executive departments headed by elective officials, and of the code departments serving under the governor's direction.

D. The Judicial Branch

**Make diagrams of the Illinois judicial system, and use them as the basis of a discussion, comparing it with the federal judicial system. Include special courts for Cook County and the Chicago municipal courts.

**Discuss the relative merits of appointing judges for life or electing them for limited terms.

*Using an outline provided by the teacher, write a summary of all the constitutional facts about the Illinois General Assembly. State each fact in a complete sentence.

**Plan a visit to the Superior Court of Cook County.

**Listen to a special committee report on "Jury Duty in Illinois," and be prepared to ask questions.

E. Suffrage

*Prepare a special notebook entry which includes voting requirements in Illinois, registration procedure, and a calendar of general and special elections in the state.

*Have a round-table discussion of the advisability of extending the franchise to the eighteen-year-olds.

F. Education

*After reading the constitutional provisions, write summarizing paragraphs of the state government's responsibility for public education.

*What arguments are sometimes advanced in support of federal aid to education? State your reasons for accepting or rejecting these arguments.

**Have a special student committee find the exact wording of Public Law 195 from the Illinois Revised Statutes. Discuss the law and its importance in training for good citizenship in Illinois.

*Set aside class time for a consideration of "The Code of the Flag," the last of the four documents required for study under Public Law 195. Make notebook summaries of the principal ideas; and, using a flag, demonstrate some of the rules for proper display and treatment of the flag of the United States.

G. Constitutional Amendment

**Write paragraphs which summarize the process of amendment in the Illinois Constitution. Use them as the basis for a class discussion of the amendment process in both the federal and the Illinois constitutions, showing the advantages and disadvantages of each.

**Discuss a recent amendment proposed or added to the Illinois Constitution, explaining why it was or was not needed, why it was accepted or rejected.

H. Local Government

**Read those provisions in the state Constitution that set up agencies for local government, including those that apply specifically only to Chicago. List in complete sentences and in separate columns those provisions that apply throughout the state and those that apply only to Chicago.

I. The Six Local Governments of Chicago

*Prepare individual diagrams of the executive, legislative, and judicial branches of the municipal government of Chicago.

**Divide into committees to investigate the various services under the municipal government and of the five other corporate government bodies in the Chicago area. Make use of field trips and interviews, as well as outside reading. In reporting to the class as a whole, the committees should utilize a variety of techniques and materials.

***Prepare a bar graph for the most recent year for which data are available, showing the principal sources from which the state of Illinois receives its revenue. (See the Illinois Voter's Handbook.) Indicate whether the taxes levied are based on ability to pay, benefits received, or ease of collection. Discuss the relative merits of these bases for taxation.

***Prepare a graph showing the principal ways in which the tax money in Illinois is spent. Investigate the expenditures of recent years to see where any one item of expenditure is increasing more than another. Evaluate these shifts.

**Organize field trips to the City Hall-County Building, or other local governmental institutions. Write reports summarizing the learning experiences that resulted.

## INSTRUCTIONAL MATERIALS

### FILMSTRIP AND RECORDING

Illinois Government and How It Works. Society for Visual Education: One strip, color; and one record, 33 1/3 rpm.

## READING AND REFERENCE

### BASIC TEXTBOOK REFERENCES

Carlson, Theodore. Illinois Government and Institutions. Boston: Allyn and Bacon, 1959.

League of Women Voters. Illinois Voter's Handbook. Chicago: Citizen Information Service of Metropolitan Chicago, 1960.

League of Women Voters. The Key to Our Local Government. Chicago: Citizen Information Service, 1960.

Posey, Rollin Bennett. Constitution of Illinois: Simplified and Explained. Evanston: Row, Peterson and Company, 1955.

### GENERAL BIBLIOGRAPHY

Dreiske, John. Your Government and Mine: Metropolitan Chicago. New York: Oceana Publications, 1959.

Despite its brevity, this is a useful and readable paperbound book on our local government.

Garvey, Neil F. The Government and Administration of Illinois. **Vol. XI** of American Commonwealths Series. New York: Thomas Y. Crowell Company, 1958.

This work, by a political scientist from the University of Illinois, is the best and most thorough reference work on the government of Illinois.

Pease, Theodore C. The Story of Illinois. Chicago: University of Chicago Press, 1949.

A readable popular history of the state and its people.

State of Illinois. Constitution of the State of Illinois.

State of Illinois. Government in Illinois: State--County--Local.

These two pamphlets are available free by writing to the Secretary of State, Capitol Building, Springfield, Illinois.

## UNIT VI

## SHAPING OF THE UNION: NATIONALISM, SECTIONALISM, AND WESTWARD EXPANSION

> In war we are one people. In making peace we are one people. In all commercial regulations we are one and the same people. In many other respects the American people are one, and the government which is alone capable of controlling and managing their interests in all these respects is the government of the Union.
>
> John Marshall

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:

Understandings

American nationalism after the War of 1812 was a part of a force of great power that was spreading into dominance in the Western world; it was compounded of an intense feeling of national pride and an eager thrust for national power.

The American spirit of nationalism was expressed in literature and art, in the westward push of the frontier, and by the encouragement given to the growth of industry and commerce.

The end of the War of 1812 released the American people for a century from European involvement and began a powerful movement of economic and geographic expansion.

The young nation was held together and strengthened by revolutionary improvements in transportation.

OUTLINE OF CONTENT

A. Rise of Nationalism, 1815-1828

1. The force of nationalism
2. Internal effects of the War of 1812

   A spirit of youthful patriotism and power
   A century of freedom from European involvement
   Industrial growth and western expansion
   The Tariff of 1816
   Second Bank of the United States

3. Effect of transportation improvement

   New roads and canals
   The steamboat
   Beginning of railroads

4. Encouragement of federal power

   Success in foreign affairs

## SUGGESTED LEARNING EXPERIENCES

Listed below are activities in which students may engage according to their needs, interests, and abilities.

A. Rise of Nationalism, 1815-1828

**Formulate individual definitions from dictionaries and reference books of "nationalism." From the best of those written, choose the elements of a standard notebook definition to be adopted by the class. Discuss the "good" and the "bad" effects of this force in the United States and the world. Differentiate between the valuable and admirable sentiment of "patriotism" as contrasted with the dangerous sentiment of "chauvinism."

*After reading the textbook references applicable to this unit, make a selective chronology of the twenty-five most important events in the history of the United States from 1815 to 1860.

**Make a listing of events between the War of 1812 and the Compromise of 1850--perhaps from the chronology above--on a chart under two headings. The first column should include events which express and promote the unity of nationalism; the other, events which are illustrative of the divisive tendency of sectionalism. Briefly explain the classification of each event. Through class discussion, try to explain and clarify the simultaneous existence of the importance of the two opposing forces.

**Divide into teams to prepare reports on the famous Supreme Court cases under Chief Justice John Marshall that helped to make for national unity and power. Tell the story behind the cases, give the decisions, and the arguments for the decisions--

Marbury vs. Madison
Martin vs. Hunter's Lessee
Dartmouth College Case
McCulloch vs. Maryland
Gibbons vs. Ogden
United States vs. Peters
Cohens vs. Virginia
Fletcher vs. Peck

*Find verse selections from the literature of the period to be read and discussed in class as expressions of the feeling of nationalism; "Old Ironsides" by Oliver Wendell Holmes would be one example.

***Read individually a classic short story by Stephen Vincent Benet "The Devil and Daniel Webster"; it is available in many short-story anthologies. Assign parts of the story to students for dramatic reading in the classroom.

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*For the academically less able student
**For the able student
***For the academically talented student

## UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

The power and prestige of the federal government, already high from the successful handling of foreign affairs, grew further as a result of Supreme Court decisions defining federal powers.

The Northeast, including New England and the Middle Atlantic states, long an area whose economy centered about commerce and shipping because of the availability of capital and water power, now became the prime manufacturing region. From the federal government these states sought tariff protection for industry, a strong currency policy, and encouragement of railroads and shipping.

New processing methods and wider markets in cotton production helped spread the plantation economy of the Old South to the Mississippi, infusing new strength into the dying institution of slavery, and increasing Southern agrarian opposition to financial and industrial interests in the Northeast.

The new states of the Northwest looked to the federal government for improvements in transportation, for protection of the frontier, and for a more liberal federal land policy.

Differing attitudes and opposing aims of the principal sectional regions caused a trend away from nationalism toward sectional loyalty.

The election of Jackson marked the entrance on the national political scene of frontier attitudes and interests.

The 1830's and 1840's saw the establishment of many political innovations: widening of the suffrage, new political party methods, and the rise of the Whig party.

## OUTLINE OF CONTENT

John Marshall and the Supreme Court
Economic forces

B. Sectional Differences

1. The Northeast

   Commerce and shipping
   A strong navy
   Rise of manufacturing
   Demand for tariff protection

2. The South

   Decline of the Old South
   Spread of the Cotton Kingdom
   Western expansion and a liberal land policy
   Opposition to a tariff

3. The Northwest

   Internal improvements
   Army protection against Indians
   Tariff opposition
   Liberal land policy and western expansion

4. The politics of sectionalism

   Missouri Compromise
   Election of 1824
   The "Corrupt Bargain"
   Jackson's victory, 1828

C. The Age of Jacksonian Democracy

1. Extension of the suffrage

2. New political party patterns

   The spoils system
   Party conventions
   New campaign techniques
   Party platforms
   Rise of the Whig party

3. Tariff and nullification crisis

4. War against the Bank

Discuss evidences of both nationalistic and sectional sentiments and ideas in the story. Consider it as an example of the unusual literary genre--legend and fantasy in a work of literature that can nevertheless provide an insight into American history.

B. Sectional Differences

***Obtain an understanding of the effect and importance of public speaking in this age of great oratory by finding selected excerpts from the speeches of the great compromisers--Clay, Webster, and Calhoun. Individual students can then memorize and prepare to deliver the selections dramatically. In the same way, the great Webster-Hayne debate might be dramatically reproduced through a judicious choice of excerpts.

**Read some of the books available in the library that are generally called "regional Americana" to get the flavor of life in the sections that were clearly developing by the middle 1840's--New England, Middle Atlantic States, Middle West, Old South, and the Deep South. Recommended are Rivers of America series, Life in America series, American Folkways series.

*Listen to recordings of some of the traditional ballads and songs associated with the various sections. Discuss how they reflect differences of background and attitudes.

*On an outline map of the United States east of the Mississippi, color the different sections that had appeared by the 1840's. Using symbols, indicate the distinctive economic activities and products of each region.

**Discuss factors which are causing regional differences to disappear.

C. The Age of Jacksonian Democracy

**Discuss the influence of the frontier on American life as exhibited in the career of Andrew Jackson and in the social and political movements of the era of Jacksonian "democracy." Explain how such movements as broadening of the suffrage, the spoils system, the fight against the Bank, public education, and women's suffrage could be influenced by the frontier experience.

*Have read aloud in class the description of Jackson's inauguration in Commager and Nevins, Heritage of America. Discuss it as an example of the frontier influence.

***Read about and discuss the frontier thesis of Frederick Jackson Turner, particularly the idea of the "Safety Valve." The material on Turner and his theory in Billington's Westward Expansion mark a desirable starting point.

**Demonstrate the influences of sectional interest and bias in the elections of 1824 and 1828 as derived from the statistics and the popular and electoral vote.

## UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

During Jackson's presidency, controversy between the farmers of the South and the West and the Northeastern financial and industrial interests broke into open conflict, and was settled by the strength of nationalism.

The Jacksonian era was a period of ferment in social thinking that resulted in experiments and movements for reform with the general theme of new power and protection for the individual.

Two reform ideas of the period—rights for women and public education—were to become brilliantly successful in the next century; but at this time they were swept aside by the tremendous success of the abolitionists—a success achieved at the cost of bloody civil strife.

The vast trans-Mississippi regions, added to the national domain by the Louisiana Purchase, were explored in two states—first by traders and trappers, and then by official mapping and surveying parties; settlers followed closely on the heels of both.

In the 1840's, the westward movement made a gigantic step, crossing over the Great Plains and the Rocky Mountains to Oregon and California and the Pacific coast; the areas bypassed, called "The Great American Desert," were not settled until after the Civil War.

Annexation of the independent American republic in Texas brought war with Mexico; and resulted in the acquisition of large new regions **for the public** domain.

By 1850, the present boundaries of the continental expanse of the United States had been reached.

## OUTLINE OF CONTENT

5. Social reform movements

   Labor organization
   Foundations of public education
   Rights for women
   Temperance movement
   Penal reform
   Abolitionist movement

D. Expansion Westward

1. Far Western exploration

   Lewis and Clark
   Far Western fur trade
   Official exploration
     Stephen Long
     Zebulon Pike
     John Charles Fremont
   The Santa Fe Trade

2. Rush to the Pacific

   The road to Oregon
   The Gold Rush, 1849

3. Manifest Destiny

   Annexation of Texas
   The Oregon question
   The Mexican War

4. Territorial acquisitions by 1850

   Louisiana Purchase
   Florida
   Texas
   Oregon
   Mexican Cession
   Gadsden Purchase

*Make oral reports on some of the individuals associated with the various reform movements of the Jacksonian period--William Lloyd Garrison, Dorothea Dix, Elijah Lovejoy, Horace Mann, Henry Barnard, Elizabeth Cady Stanton, Mary Lyon, Susan B. Anthony, Theodore Weld, James G. Birney, Neal Dow, Francis Wright, Lucy Stone, Dr. Elizabeth Blackwell, and Benjamin Lundy. Gather information from biographical reference works in the library.

**Capturing the flavor of excitement, dramatize the activities of a political rally during the election of 1840.

D. Expansion Westward

**On a modern highway map of the United States, indicate the following journeys westward--the National Road, the Cumberland Road, the route of Lewis and Clark, the Overland Trail to Oregon, the California Trail, the explorations of Zebulon Pike and Stephen Long, and the Santa Fe Trail. Show how it is possible to follow some of these by automobile.

**Prepare committee reports to the class on the following topics: the Texas Republic, the Mexican War, the explorations of John Charles Fremont, the Oregon boundary dispute, the Mormon migration to Utah, the Mountain Men, the Gold Rush of 1849, and the "Bear Flag Republic" in California. Make the best possible use of audio-visual aids that can be found with the aid of the teacher.

*On an outline map of the present states of the United States, indicate in colors the various acquisitions of territory from the Louisiana Purchase to the Gadsen Purchase.

**Discuss the roles of officers during the Mexican War who were to become famous in the Civil War. Information can be obtained from the Dictionary of American Biography. Discuss also the importance of West Point training in both wars.

**Discuss and evaluate the opposition to the Mexican War.

**Write "vignettes"--imaginary first-hand descriptions of dramatic events--of the conquest and settlement of the Far West. "Discovery of Gold in California," "The Fight at the Alamo," "Lewis and Clark Sight the Pacific," and "A Day on the Overland Trail" are possible topics.

## READING AND REFERENCE

### BASIC TEXTBOOK REFERENCES

Augspurger-McLemore. Our Nation's Story, 1960, pp. 232-295.

Bragdon-McCutchen. History of a Free People, 1960, pp. 209-311.

Canfield-Wilder. Making of Modern America, 1960, pp. 181-280.

Graff-Krout. Adventures of the American People, 1960, pp. 209-281.

Muzzey. Our Country's History, 1960, pp. 198-276.

### A. Rise of Nationalism, 1815-1828

**Corwin, Edward S. John Marshall and the Constitution: A Chronicle of the Supreme Court. Vol. XVI of The Chronicles of America Series. New Haven: Yale University Press, 1919.
An account typical of this readable and readily available series.

**Cunliffe, Marcus. The Nation Takes Shape, 1789-1837. In Chicago History of American Civilization Series. Edited by Daniel J. Boorstin. Chicago: University of Chicago Press, 1959.
The best survey of the whole period in the light of recent scholarship; especially suitable for high school readers.

### B. Sectional Differences

**Dodd, W. E. The Cotton Kingdom. Vol. XXVII of The Chronicles of America Series. New Haven: Yale University Press, 1919.
An old, but still good, work on the Deep South.

**Nevins, Allan. Ordeal of the Union. 2 vols. New York: Charles Scribner's Sons, 1947.
A work that contains a thorough review of the formation and conflict of sections in the period.

### C. The Age of Jacksonian Democracy

**James, Marquis. Andrew Jackson: Portrait of a President. paperbound ed. New York: Universal Library. UL-94. $1.95.
An entertaining and thorough coverage of Jackson's administration.

**Schlesinger, A. M., Jr. The Age of Jackson. Boston: Little Brown Co., 1945.

________. ________. New York: New American Library. Paperbound. MD-145. 50¢.
The abridged edition is easily obtained and is especially suitable for the average reader.

***Syrett, Harold. Andrew Jackson: His Contribution to the American Tradition. Indianapolis: Bobbs-Merrill Company, 1953.

A biography which contains letters and documents by Jackson himself that should appeal to high-school students and convey something of the flavor of Old Hickory's personality.

**Tyler, Alice Felt. Freedom's Ferment: Phases of American Social History to 1860. St. Paul: University of Minnesota Press, 1944.

A readable book on the various social reform movements of the Jacksonian era.

D. Expansion Westward

**Bakeless, John. Lewis and Clark: Partners in Discovery. New York: William Morrow, 1947.

An exciting dual biography of the great explorers of the Far West.

**Billington, Ray Allen. The Far Western Frontier, 1830-1860. New York: Harper and Brothers, 1956. (New American Nation Series.)

The most recent scholarly survey; readable in parts or as a whole by high-school students.

**DeVoto, Bernard. Year of Decision, 1848. Boston: Houghton Mifflin Company, 1942.

An interpretive and narrative history of a key year in the westword movement, as entertaining as most historical novels.

*Singletary, Otis A. The Mexican War. Chicago: University of Chicago Press, 1961. (Chicago History of American Civilization Series.)

A short, authoritative account which can be read by most high-school readers.

## INSTRUCTIONAL MATERIALS

## LISTINGS FOR VISUAL AIDS

The visual aids which follow are listed in Classroom Motion Pictures, Filmstrips, and Art Slide Sets, Chicago Public Schools, 1961, and Approved List of Filmstrips for Elementary and Secondary Schools, Chicago Board of Education, 1961.

FILMS

Andrew Jackson. Encyclopaedia Britannica Films, Inc., 1950. 17 min. b&w (X-A-121).

Daniel Webster. Encyclopaedia Britannica Films, Inc., 1950. 17 min. b&w (X-D-41).

Flatboatmen of the Frontier. Encyclopaedia Britannica Films, Inc., 1942. 10 min. b&w (X-P-22).

Horace Mann. Encyclopaedia Britannica Films, Inc., 1951. 20 min. b&w (X-H-66).

John C. Calhoun. Encyclopaedia Britannica Films, Inc., 1950. 17 min. b&w (X-J-12).

John C. Fremont. Encyclopaedia Britannica Films, Inc., 1950. 17 min. b&w (X-J-9).

John Marshall. Encyclopaedia Britannica Films, Inc., 1950. 17 min. b&w (X-J-13).

John Quincy Adams. Encyclopaedia Britannica Films, Inc., 1950. 17 min. b&w (X-J-11).

Lewis and Clark. Encyclopaedia Britannica Films, Inc., 1950. 17 min. b&w (X-L-40).

Life in Old Louisiana. Encyclopaedia Britannica Films, Inc., 1942. 11 min. b&w (X-N-14).

New England: Background of Literature. Coronet, 1950. 10 min. b&w (X-N-82).

Northeastern States. 2d ed. Encyclopaedia Britannica Films, Inc., 1956. 11 min. b&w (X-N-8).

Pioneers of the Plains. Encyclopaedia Britannica Films, Inc., 1942. 11 min. b&w (X-P-23).

Plantation System in Southern Life. Coronet, 1950. 10 min. b&w (X-P-58).

The Southeastern States. rev. ed. Encyclopaedia Britannica Films, Inc., 1953. 11 min. b&w (X-S-15).

Susan B. Anthony. Encyclopaedia Britannica Films, Inc., 1951. 17 min. b&w (X-S-120).

Territorial Expansion of the United States from 1783 to 1853. International Geographic Pictures, 1938. 22 min. b&w (X-U-2).

Transportation in the United States (Railroads). March of Time, 1951. 17 min. b&w (X-T-52).

Westward Movement. Encyclopaedia Britannica Films, Inc., 1941. 11 min. b&w (X-W-13).

FILMSTRIPS

American History Series. Young America Films, color (set 2)
"Problems and Policies of the New Government"
"The Young Nation in World Affairs"
"Expansion to the Pacific"
"The West and the Growth of Democracy"
"Industrial and Agricultural Expansion"
"Expansion to the Pacific"
"Social Change and Sectional Controversy"

American Leaders. Young America Films, color
"Susan B. Anthony"
"Horace Mann"

Backgrounds of Our Freedom. Heritage Filmstrip, Inc., color
"The Growth of Women's Rights"

Development of the American Republic - Establishing the Republic. Heritage Filmstrips, Inc., color
"The Beginning of Political Parties"
"New Frontiers, New Democracy, New Industry"
"Expansion and Disunity"

Great American Presidents. SVE, color
"Story of Andrew Jackson"

The Pageant of American Series. Yale University Press, b&w
"The Young Nation and Foreign Affairs"
"Westward to the Mississippi"
"Winning the Far West"
"Early Americans on the High Seas"
"California, Texas, and the Mexican War"

# UNIT VII

## FORGING OF THE BONDS OF UNION: CIVIL WAR AND RECONSTRUCTION, 1850-1877

> With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.
>
> Abraham Lincoln, Second Inaugural Address

### UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:

Understandings

Opposition to the extension of slavery westward along with the planning of transcontinental railroads began to link the Northeast and the West in sectional opposition to the South.

The question of admitting Kansas and Nebraska into the Union with or without slavery became the focal point of increased political conflict of the sections.

The new Republican party, uniting the aims of the West and the Northeast, sought to oppose the extension of slavery westward, to set up a strong protective tariff, and to provide a liberal homestead act for western lands.

Republican victory in the election of 1860 augured the loss of national political power to the South and began the movement for secession.

Lincoln worked through political means to hold the border states of Missouri, Kentucky, and Maryland; his success was a factor of importance in the eventual Union victory.

### OUTLINE OF CONTENT

A. The Coming of the War

1. Troubled decade, 1850-1860

Compromise of 1850
Opposition to slavery extension
Kansas-Nebraska Act
The Republican party
Dred Scott Case
Lincoln-Douglas debates
Election of 1860

2. Steps to war

Secession of South Carolina
Formation of the Confederacy
Failure of compromise
Lincoln's policy
Decision of the border states
Fort Sumter

## SUGGESTED LEARNING EXPERIENCES

Listed below are activities in which students may engage according to their needs, interests, and abilities.

A. The Coming of the War

**Make a chronological chart of the principal events from the Compromise of 1850 to the firing on Fort Sumter. Use the chart as the information basis for a class discussion or debate on the questions "Was the Civil War an 'Irrespressible Conflict'?"

**Read together in class Lincoln's First and Second Inaugural Speeches and the Gettysburg Address. Analyze and discuss them as expressions of Lincoln's ideas--before the outbreak of hostilities, deep in the war, and in view of the coming of peace.

**Prepare, as a class project, a study of the election of 1860. Individual students may contribute biographical sketches of the principal candidates, the stories of the nominating conventions, analyses of the party platforms, reports on the campaigns of the candidates, and a statistical analysis of the vote by states and electoral votes.

***Prepare and deliver in class a dramatic enactment of the Lincoln-Douglas debates, using excerpts.

**Contrast the Lincoln-Douglas campaign of 1858 with a recent senatorial campaign in Illinois as to platform, campaign techniques, role of mass media, role of the electorate, and so forth.

***Prepare and present a panel discussion of the differing interpretations and emphasis that historians have given to the causes of the Civil War. Use the following for references: Howard K. Beale, "What Historians Have Said about the Causes of the Civil War," in Social Science Research Bulletin 54, Theory and Practice in Historical Study (New York: Social Science Research Council, 1946); and Kenneth M. Stampp (ed.), The Causes of the Civil War (New York: Prentice-Hall Paperbound Books. $1.75).

*Make a chronological list of the principal events leading to the war in the crowded months from the election of Lincoln to the firing on Fort Sumter. Write newspaper headlines for each event.

**Participate in a discussion of the leadership qualities of the two men, Jefferson Davis and Abraham Lincoln. Class preparation could come from the reading of the biographical sketches in the Dictionary of American Biography to become familiar with the pre-Civil War careers of the two leaders, and small student committees might prepare reports in greater depth from wider reading.

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*For the academically less able student
**For the able student
***For the academically talented student

## UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

The attack on Fort Sumter carried matters beyond compromise, ended the secession crisis, and precipitated the nation into civil conflict.

The grand strategy of the federal forces began to take shape early—blockage of the Southern ports; splitting the Confederacy by controlling the Ohio and Mississippi Rivers and their chief tributaries; and, through committing to battle an overwhelming superiority of manpower, technology, and materials, forcing the defeat of the Southern armies in the field.

The Confederate grand strategy called for outmaneuvering the Northern armies to the point where, from exhaustion and lack of support on the home front, they would sue for peace; meanwhile, every effort would be made to obtain not only aid but also active military support from Europe.

Although large and powerful groups in both England and France favored the Confederacy, and although the Union's conduct of foreign affairs seemed to bring her into dispute with both countries, the diplomatic victory went to the Union foreign policy.

The Civil War was marked by frightful casualties caused by the attempt to fight a traditional war in the face of the awesome firepower of modern weapons. It was the first modern war in terms of technology—with steam transport, the effects of industrial power, automatic weapons, use of propaganda methods, and the concept of an entire nation at war.

The essential weakness of the Confederacy was the impossibility of successful unified action because of the insistence on states' rights.

After the battles of Gettysburg and Vicksburg in the summer of 1863, any doubt about the eventual outcome of the war had little substance.

## OUTLINE OF CONTENT

B. The Course of the War

1. Early campaigns

    Opposing forces
    War in the East
    War in the West
    War at sea

2. Grand strategy

    Blockade of Southern ports
    Splitting the Confederacy
    The battles for Washington and Richmond
    Confederate hopes

3. Foreign affairs

    Attitudes of England and France
    The Trent Affair
    Napoleon III and Mexico
    Importance of emancipation
    Southern failure to secure foreign help

4. Tactics—first modern war

    Railroads and steamships
    Firepower and trench warfare
    The propaganda war
    Effects of industrial power

C. Victory for the Union

1. Decline of the Confederacy

    States' rights
    Loss of morale
    Success of the blockade
    Turning point at Gettysburg and Vicksburg, summer, 1863

B. The Course of the War

**By the use of charts, graphs, tables, or pictographs, compare the advantages and disadvantages, both material and military, of the North and the South in the Civil War. Discuss the question: If you were a British or a French banker, to which section, upon the basis of the data presented, would you be willing to lend money? Explain the decision.

*Using recordings, present selections of the music of the Civil War, explaining the various attitudes and phases of the war which they illustrate.

**Have a special student committee report on the plans and activities of the Civil War centennial years. Solicit the aid of a librarian in obtaining material. Discuss what meaning the Civil War ought to have in our lives today, one hundred years later. Why is it much more appropriate to call these centennial plans a "commemoration" rather than a "celebration?"

**Write newspaper editorials discussing the meaning of the Civil War centennial.

*Obtain travel information about trips that could be made to historical sites connected with the war. Interesting and useful for this purpose also are the government pamphlets describing Civil War historical sites available from the Superintendent of Documents, Government Printing Office, Washington 25, D.C.; titles and prices may be found in the Catalogs of the Superintendent of Documents in the public library.

**Read and report on your impressions after reading some of the excellent books listed in the bibliography of this unit which contain first-hand narrative accounts by participants in the Civil War. All books listed are available in the public library.

***Write short research papers or historical monographs, using only the first-hand narrative source accounts listed in the bibliography. Make correct footnotes accounting for every statement of fact or historical conclusion from these sources. Suggested topics follow:

Washington, D.C. during the Civil War
Hospital Life in the Civil War
Attitudes of Soldiers (either Union or Confederate) toward the Enemy
Attitudes of Southern Civilians toward the Union Army
Evidences of the Loss of Southern Morale in 1864.

*Experience a "Look into the Past" by finding some of the works of pictorial history listed in the bibliography. Write impressions as a result of this study. Include the Brady photographs, a national historical treasure which every student should see.

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

The end came after the full effect of a war of attrition and devastation, as conducted by Grant and Sherman, was fully realized by the South.

Lincoln's plans for after the war called for a speedy return of the Southern states and their people into the Union, but these were defeated temporarily by the strong resentment of the radical Republicans who sought to keep the South in subjection.

Yet, in less than a dozen years, it was Lincoln's hope for readmission of the "erring sisters" that was triumphant.

On the debit side of Reconstruction were the long bitterness engendered in the South, failure to settle the racial problem, and the economic and political submergence of the South.

On the credit side, the war was ended without mass executions or reprisals and the bitterness on both sides became gradually less and less powerful.

The end of the radical Reconstruction policy came with a compromise between Northern financial and industrial leaders in the Republican party and the new leaders of the Democratic party in the South after the election of 1876.

Attitudes and Appreciations

The student should acquire from the learning experiences of this unit:

an insight into the past through familiarity with literary and artistic expressions of American attitudes and beliefs

a feeling of pride in the reuniting of a nation after the bitter years of civil conflict.

OUTLINE OF CONTENT

2. Collapse of the Confederacy

   Political and economic collapse
   Lee vs. Grant
   Sherman vs. the Confederacy
   War of attrition and devastation
   Appomattox

D. The Era of Reconstruction

1. Reconstruction plans

   The Lincoln plan
   Congressional plan
   Johnson's policy
   Radicals in power
   Southern opposition
   Financial and industrial opposition
   Conciliation beginnings
   The election of 1876
   The final compromise, 1877

2. Reconstruction settlement

   Conciliation beginnings
   The election of 1876
   The final compromise, 1877

D. The Era of Reconstruction

**Prepare a panel discussion of the various plans for Reconstruction. Students might assume the roles of Lincoln, Johnson, Stevens, or Sumner and present viewpoints of these men.

**Note the difference in meaning of the term radical as applied to the opponents of Johnson and as applied to people today.

**Summarize for students' notebooks the changes that were made in the status of the Negro by the Emancipation Proclamation and the Thirteenth, Fourteenth, and Fifteenth Amendments. Discuss the various factors that have helped and those which have hindered the implementation of the Fourteenth and Fifteenth Amendments.

**Select one of the following cases which came before the federal courts illustrating the widespread application of the Fourteenth Amendment and the multiple interpretations placed upon it. Report to the class and give the significance of the court's decision.

Slaughter House Cases, 1873
Yick Wo v. Hopkins, 1886
Muller v. Kansas, 1887
Muller v. Oregon, 1908

**Dramatize scenes from the impeachment trial of President Johnson.

**Write in three hundred words an essay summary of "How Our Country Grew, Divided, and Reunited."

## READING AND REFERENCES

### BASIC TEXTBOOK REFERENCES

Augspurger-McLemore. Our Nation's Story, 1960, pp. 296-345.

Bragdon-McCutchen. History of a Free People, 1960, pp. 311-362.

Canfield-Wilder. Making of Modern America, 1960, pp. 281-336.

Graff-Krout. Adventures of the American People, 1960, pp. 282-344.

Muzzey. Our Country's History, 1960, pp. 276-339.

### A. The Coming of the War

**Angle, Paul (ed.). Created Equal? The Complete Lincoln-Douglas Debates. Chicago: University of Chicago Press, 1958.
A valuable and useful collection.

**Craven, Avery. Civil War in the Making, 1815-1860. Baton Rouge: Louisiana State University Press, 1959.
A readable series of interpretive lectures.

**Franklin, John Hope. From Slavery to Freedom: A History of American Negroes. New York: Alfred A. Knopf, Inc., 1956.
A useful survey of the slavery aspect of the Civil War.

**Nevins, Allan. The Emergence of Lincoln. 2 vols. New York: Charles Scribner's Sons, 1950.
A work that contains a fair-minded interpretation of the coming of the Civil War.

### B. The Course of the War

### C. Victory for the Union

### PICTORIAL HISTORY

*Donald, David, et al. (eds.). Divided We Fought: A Pictorial History of the Civil War, 1861-1865. New York: The Macmillan Co., 1952.

*Ketchum, R. M., and Catton, Bruce (eds.). The American Heritage Picture History of the Civil War. New York: American Heritage Publishing Co., Inc., 1960.

*Meredith, Roy. Mr. Lincoln's Camera Man, Mathew B. Brady. New York: Charles Scribner's Sons, 1946.

*Miller, Francis Trevelyan (ed.). The Photographic History of the Civil War. 10 vols. New York: Thomas Yoseloff, Inc., 1957.

*Werstein, Irving (ed.). 1861-1865: The Adventures of the Civil War Told with Pictures. paperbound ed. Paterson, N. J.: Pageant Books, Inc., 1960. $1.50.

Any of these works can furnish students a "look into the past" at the first major war in history to be widely photographed. They all contain some of the Brady photographs.

SPECIAL TOPICS

**Catton, Bruce. Mr. Lincoln's Army. New York: Doubleday & Co., 1951.

________. Glory Road: The Bloody Road from Fredericksburg to Gettysburg. New York: Doubleday & Co., 1952.

________. A Stillness at Appomattox. New York: Doubleday & Co., 1953.

These three books by Catton comprise a literate, thorough, and absorbing history of the Union Army of the Potomac by the most famous contemporary writer on the Civil War. All are also available in paperbound editions.

________. This Hallowed Ground: The Story of the Union Side of the Civil War. New York: Doubleday & Co., 1956.

**Dowdey, Clifford. Land They Fought For: The Story of the South as the Confederacy, 1832-1865. New York: Doubleday & Co., 1955.

**Eaton, Clement. A History of the Southern Confederacy. New York: The Macmillan Co., 1954.

FIRST-HAND NARRATIVE ACCOUNTS: COLLECTIONS

*Angle, Paul (ed.). The Nation Divided. Vol. III of The American Reader. paperbound ed. D-97. New York: Premier Books, 1960. 50¢.

These short narratives of personal experience from the most recent one-volume anthology of first-hand narratives of American History can serve as an excellent introduction to such material.

**Commager, Henry S. (ed.). The Blue and the Gray: The Story of the Civil War as Told by Participants. 2 vols. New York: The Bobbs-Merrill Co., Inc., 1950.

A scholarly and full selection of eyewitness accounts from the civilian as well as the military front.

*Eisenschiml, Otto, and Newman, Ralph (eds.). The American Iliad: The Epic Story of the Civil War as Narrated by Eyewitnesses and Contemporaries. New York: The Bobbs-Merrill Co., Inc., 1947.

________. ________. Eyewitness: The Civil War as We Lived It. New York: Universal Library. Paperbound. UL-71. $1.95.

A history of the Civil War made up of the stories of army commanders, soldiers, civilians, and correspondents; maps are especially good.

**Harwell, Richard B. The War They Fought. New York: Longmans, Green Co., Inc., 1961.

Still available in two separate volumes, The Confederate Reader and The Union Reader. This is a most interesting collection of source materials.

FIRST-HAND NARRATIVE ACCOUNTS: INDIVIDUAL WORKS

*Abernethy, Byron R. (ed.). Private Elisha Stockwell, Jr. Sees the Civil War. Norman, Okla.: University of Oklahoma Press, 1958.

War memoirs of a fifteen-year-old volunteer in the Union Army who served at Shiloh and Vicksburg.

*Alcott, Louisa M. Hospital Sketches. Cambridge: Harvard University Press, 1960.

The experiences of the author of Little Women as a Civil War nurse.

**Angle, Paul (ed.). Abraham Lincoln, His Autobiographical Writings. New Brunswick: Rutgers University Press, 1948.

A collection of writings that provides "for the general reader a new and absorbing insight into Lincoln's mind and heart."

______. (ed.). Three Years in the Army of the Cumberland: The Letters and Diary of James A. Connolly. Bloomington: University of Indiana Press, 1959.

A young Illinois lawyer's war experiences in Chickamauga and on Sherman's March to the Sea.

**Basler, Roy P. (ed.). Abraham Lincoln: His Speeches and Writings. Cleveland: The World Publishing Co., 1946.

The best one-volume collection of his writings available.

*Billington, Ray A. (ed.). Journal of Charlotte L. Forten. New York: The Dryden Press, 1953.

The thoughts and feelings of an educated young Negro girl living Massachusetts during the years of abolition agitation, Civil War, and Reconstruction.

*Catton, Bruce (ed.). Frank A. Haskell's The Battle of Gettysburg. Boston: Houghton Mifflin Co., 1958.

The experiences in battle recorded only a few weeks after the event by a young Wisconsin officer; recognized as a minor literary classic.

**De Chambrun, Adolphe. Impressions of Lincoln and the Civil War. New York: Random House, 1952.

The Marquis de Chambrun knew intimately the Washington areas from December, 1864, to June, 1865, while serving with the French ministry. His impressions were written in letters to his wife.

**De Forest, John W. A Volunteer's Adventures. New Haven: Yale University Press, 1946.
The war experiences of a professional writer.

**Dennett, Tyler (ed.). Lincoln and the Civil War in the Diary and Letters of John Hay. New York: Dodd, Mead & Co., 1939.
A first-hand account by the young secretary to Lincoln; well-written and informative.

*Douglas, Henry Kyd. I Rode With Stonewall. Chapel Hill: University of North Carolina Press, 1940.
Readable war experiences of the youngest member of Stonewall Jackson's staff from the John Brown Raid to the hanging of Mrs. Suratt after the war. Paperbound edition available.

**Holmes, S. K. (ed.). Brokenburn: The Journal of Kate Stone, 1861-1868. Baton Rouge: Louisiana State University Press, 1956.
A diary that vivdly records the experiences of a sensitive and patriotic Southern girl in her early twenties who lived on a large cotton plantation thirty miles from Vicksburg.

**Howe, Mark De Wolfe. (ed.). Touched with Fire. Cambridge: Harvard University Press, 1946.
The Civil War letters and diary of Justice Oliver Wendell Holmes, Jr. of Supreme Court fame.

**Jaquette, Henrietta S. (ed.). South After Gettysburg: Letters of Cornelia Hancock, 1863-1868. New York: Crowell Company, 1958.
A record of a nurse's Civil War experiences.

**Lowenfels, Walter. (ed.). Walt Whitman's Civil War. New York: Alfred A. Knopf, Inc., 1960.
A beautifully-written collection of impressions by a great American poet of wartime hospitals, war zones, and the city of Washington.

**Miers, Earl Schenck (ed.). When the World Ended: The Diary of Emma LeConte. New York: Oxford University Press, 1957.
The impressions of the last bitter days of the Civil War as seen through the eyes of an intelligent and observing young Southern girl.

**Mitgang, Herbert (ed.). Noah Brooks' Washington in Lincoln's Time. New York: Rinehart & Co., Inc., 1958.
Impressions of a Washington correspondent for a California newspaper who was a personal friend of Lincoln.

**Nevins, Allan (ed.). The Autobiography of Carl Schurz. New York: Charles Scribner's Sons, 1961.
Interesting impressions of a general, cabinet officer, and friend of the great, by the famous German-American leader.

*Shannon, Fred A. (ed.). The Civil War Letters of Sergeant Olney Andrus. Urbana: University of Illinois Press, 1947.
Andrus, in his letters to his wife, shared with her most of his daily problems, tasks, pastimes, and thoughts; a valuable source record.

**Taylor, Richard. Destruction and Reconstruction: Personal Experiences of the Late War. New York: Longmans, Green & Co., Inc., 1955.
General Taylor, proud veteran of many campaigns, has written what has been called the "finest of Confederate memoirs."

**Townsend, George A. Rustics in Rebellion: A Yankee Reporter on the Road to Richmond, 1861-1865. Chapel Hill: University of North Carolina Press, 1950.
The story of one of the most famous of Civil War journalists.

**Williams, Ben Ames (ed.). Mary Boykin Chesnut's A Diary from Dixie. New York: The MacMillan Co., 1948.
A gossipy diary by the wife of a Southern senator in the Confederacy; lively and interesting.

D. The Era of Reconstruction

**Carter, Hodding. The Angry Scar. Garden City, N. Y.: Doubleday & Co. Inc., 1959.
An objective survey of the Reconstruction by a Southern writer.

*De Forest, John. A Union Officer in the Reconstruction. New Haven: Yale University Press, 1948.
A readable narrative of personal experience.

**Woodward, C. Vann. Reunion and Reaction: The Compromise of 1877 and the End of Reconstruction. Boston: Little, Brown & Co., 1951.
A scholarly study of an important point in American history. Paperbound edition available.

## INSTRUCTIONAL MATERIALS

## LISTINGS FOR VISUAL AIDS

The visual aids which follow are listed in Classroom Motion Pictures, Filmstrips, and Art Slide Sets, Chicago Public Schools, 1961, and Approved List of Filmstrips for Elementary and Secondary Schools, Chicago Board of Education, 1961.

### FILMS

Abraham Lincoln. Encyclopaedia Britannica Films, Inc., 1951. 17 min. b&w (X-A-132).

The Face of Lincoln. University of Southern California, 1955. 22 min. b&w (X-F-135).

Robert E. Lee: A Background Study. Coronet, 1953. 16 min. b&w (X-R-42).

### FILMSTRIPS

The Civil War. Encyclopaedia Britannica Films, Inc., color
"Causes of the Civil War"
"Gettysburg"
"Sherman's March to the Sea"
"The Road to Appomatox"
"The Reconstruction Period"

The Development of the American Republic-Establishing the Republic. Society for Visual Education, Inc., color
"One Nation or Two"
"Reconstruction and Economic Development"

The Pageant of American Series. Yale University Press, b&w
"Slavery and the War Between the States"
"Union and Reconstruction"

# UNIT VIII

## EMERGENCE OF THE MODERN URBAN AND INDUSTRIAL NATION

> Hog Butcher for the World
> Tool Maker, Stacker of Wheat
> Player with Railroads, and the
> Nation's Freight Handler.
>
> "Chicago"— Carl Sandburg

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:

### Understandings

The most important influence on American life during the last half of the nineteenth century was the rapid spread of industrialization.

The Industrial Revolution found in the United States ideal conditions for rapid growth and development.

Rapid industrialization was followed by an immense increase in the size and power of corporate units of business.

In the development and control of such industries as steel production, meatpacking, railroads, and oil processing—under the leadership of such business magnates as Andrew Carnegie and John D. Rockefeller—there was a visible trend toward monopoly.

Big business had acquired remoteness from the individual workingman, and the spread of the labor movement was aimed to serve as a counterbalance to business power.

OUTLINE OF CONTENT

A. Industrial Revolution in America
  1. Factors in industrialization
     - Abundant raw materials
     - Good sources of power
     - Capital to invest
     - Labor, skilled and unskilled
     - Invention and the development of technology
  2. Rise of big business
     - The railroad network
     - The steel industry
     - Corporate organization
     - Growth of monopoly control
  3. The labor movement
     - Beginnings of organization
     - Commonwealth vs. Hunt
     - Civil War and the labor movement
     - National organization
       - National Labor Union
       - Knights of Labor
       - AFL
     - Railroad strike of 1877
     - Homestead strike, 1892
     - Pullman strike, 1894
     - Labor unions at the end of the century

## SUGGESTED LEARNING EXPERIENCES

Listed below are activities in which students may engage according to their needs, abilities, and interests.

A. Industrial Revolution in America

*Make a chronological chart of the important inventions and technological innovations that influenced the industrial development of the United States in the nineteenth century.

*Select one invention in the period since 1860 and report on how many changes it has made in living in the United States.

**Discuss: It is often said that machines displace workers, and it is also said that they create new opportunities. What are some reactions of the class to these two conflicting views? Give examples from history that bear on the issue involved.

**Make a pictorial map of the United States showing the location of our major industries. Explain the factors determining the location of the industry. What present-day factors are causing a shift in the location of some industries?

***Select one major industry and through committee work present its history, showing:

origin and development
factors favorable to its growth, such as mass production methods, patent laws, control of supplies of raw materials
methods by which production has been increased--research and technological progress.

**On a chart show types of business organization and state advantages and disadvantages of each:

individual proprietorship
partnership
corporation
holding company
interlocking directorate
co-operatives.

*Make a chronological outline from the text of the story of the labor movement in the nineteenth century.

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*For the academically less able student
**For the able student
***For the academically talented student

| UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS | OUTLINE OF CONTENT |
|---|---|
| The struggle of the labor movement in this half-century was a bitter and bloody battle for recognition, a battle that was far from won at the end of the century. | 4. Changes in agriculture<br>Influence of technology<br>Bonanza farms<br>Decline of the family farm<br>The plight of the farmer<br>Farm organizations<br>The farmer in politics |
| Despite the need for the farmer's production to feed the millions in the urban centers, and counter to the promise of larger crops with the new agricultural technology, the small farmer—still in the majority—found himself in desperate straits in the modern industrial civilization. | |
| The farmer began to seek remedies for his plight through organization and through political means. | B. Population Growth and Immigration<br>1. Population trends<br>Rapid growth<br>Changing distribution<br>2. Patterns of immigration<br>3. The immigrant story<br>4. The immigrant contribution |
| Three facts account for much of the change in the life of the United States from 1850 to 1900—population growth was over 50 million; by 1900, 40 per cent of the people lived in urban surroundings; and there were 15 million immigrants by that time. | |
| The primary motive for the transatlantic crossing was economic and social; immigrants sought better opportunities for themselves and their children. | |
| In the great age of immigration from 1830 to 1920, the millions that came added to the national strength and brought cultural contributions to American life, making the nation truly "one from many." | |
| Accompanying the growth and spread of industry was the rise of cities and the change to urban ways of living and thinking—Jefferson's ideal of an agrarian society of yeoman farmers was fast disappearing. | C. The Rise of Cities<br>1. Industrial centers<br>2. The new cities<br>3. The urban frontier<br>4. Chicago: case study in urban development |
| The opportunity that had always existed on the American frontier for individual advancement was now transferred to the new industrial cities. | |

**Make a study of one of the major labor unions in the United States, showing—

origin and development
major activities
influence on American life.

**Write short biographical sketches of those personalities to be found on a list of the names of inventors, labor leaders, and businessmen in the textbook.

**Report through committee research on the major strikes and union organizations of the nineteenth century. One committee should be designated to report on a typical labor union of today, and another on the machinery available for settling a present-day labor dispute.

**Find definitions of "inflation" and "deflation" in dictionaries and reference works. Isolate the factors in the economy that cause one or the other trend. In relation to these trends, discuss attitudes of the three economic types: the farmer, the laboring man, and the businessman.

***Read Keynes' Essay on Inflation; summarize and evaluate his position on inflation.

**Discuss the changes in agriculture that came about in the last half of the nineteenth century as the result of technology. Why, with such great improvements in productivity, does the farmer begin to feel displaced in the modern urban and industrial society?

*Draw a map showing the agricultural regions of the United States in 1890, showing the leading crops in each. Draw a similar map for 1950. Compare the two and draw conclusions.

B. Population Growth and Immigration

*Using graphs, charts, or pictographs, organize and interpret the decennial figures from the census of the American population growth.

**Tell the story of immigration from 1820 to 1920 in statistical terms, using graphs, pictographs, and charts. Include numbers of immigrants, countries of origin, and changing laws restricting immigration. Through class discussions, draw conclusions about the importance and nature of the immigration contribution to American life.

**Read from source collections some of the impressions of immigrants about their great experience: their reception by the people already here, their problems of adjustment, their reasons for coming, and their acceptance of the ways of American society.

**Write short essays on the subject "What America Would Be Like if the Great Waves of Immigration Had Not Happened."

| UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS | OUTLINE OF CONTENT |
|---|---|
| The phenomenal growth of Chicago is a typical story of the mushrooming of a city. In 1850, it had a population of 30,000; by 1880, 500,000; and by 1900, close to 2 million. | |
| The Great Plains region, once thought to be a "Great American Desert," was the last American land frontier to be settled. | D. The Last Frontier, 1861-1890<br>1. Indian wars<br>2. Slaughter of the buffalo<br>3. The mining frontier<br>4. The cattle kingdom<br>5. The farmers' frontier<br>6. Political consolidation of the West |
| The frontier movement over the mountains from the Atlantic coastal regions to the Mississippi took more than two hundred years. The Great Plains, thought to be inhospitable to settlement and larger in extent, was settled in less than forty years. Only modern transportation and a new technology, together with the needs of a society based upon them, could have made this possible. | |
| The romantic image of the Wild West created by modern mass entertainment is a dull stereotype beside the drama and wonder of the real story of the conquest of the West. | |
| The 1890's mark a great change in the course of American life. There were four changes significantly evident in the decade--exports changed from agricultural to industrial and far exceeded imports; the dominant patterns of American life changed from rural to urban; the frontier line disappeared from the map; and the United States began to look outward on the world scene. | E. The 1890's: "The Great Watershed"<br>1. Industrial maturity<br>2. Urbanization dominance<br>3. End of the frontier<br>4. Emergence on the world scene |

Attitudes and Appreciations

The student should:

acquire an objective view of the contributions of all three main elements of modern economic life--labor, capital, and management

C. The Rise of Cities

**From each census in the years 1860 to 1900, find the population figures for the ten largest cities. Plot them on a map with the date when they first appear on the list. Make a chart including the population figures. What explanations can you offer as to the appearance of new cities and their rapid growth? Is there a westward movement apparent? How are the gains in the cities related to transportation growth and the factors of industrialization?

**Selecting the title "The Urban Frontier," write essays showing the ways of life in the new cities, discussed in terms of their resemblances to life on the frontier.

**Read about the history of Chicago in the nineteenth century in books and parts of books from the list in the bibliography for this unit.

**Report, through committee research and preparation, on some important events in the history of Chicago in the nineteenth century--the Republican Convention of 1860, Chicago during the Civil War, the Chicago Fire of 1871, and the World's Fair of 1893.

D. The Last Frontier, 1861-1890

**Compile a set of notes on the seven stages in the settlement of the last American land frontier--the Great Plains and the Rocky Mountain West:

The Coming of the Railroads
Slaughter of the Buffalo
Subjugation of the Plains Indians
Spread of the Cattle Kingdom
Spread of the Mining Frontier
End of the Open Range
The Attainment of Statehood

*On an outline map, show the transcontinental railroads in 1885, the cattle trails--the Chisholm Trail, the Goodnight-Loving Trail, the Western Trail, and the Bozeman Trail--and the principal mining regions in 1890.

**Listen to individual student reports on the influence in the settlement of the Great Plains region of such technological items as the Colt repeating revolver, barbed wire, the windmill, and railroads. Use as a source of information Walter Prescott Webb's The Great Plains, New York: Ginn and Company, 1931. (Paperbound ed. Universal Library. UL-29. $1.45.)

*Experience a "Look into the Past" in the photographic works dealing with life in the West listed in the bibliography. Compare what is seen with the picture of western life perpetuated in movies and on television. Write a short paper on "Cowboys and Indians: Myth and Reality."

**On a map of the United States west of the Mississippi, show for each state the date it entered the Union. For the principal cities and each state, show population statistics for 1870 and 1890. In class discussion, draw conclusions about this data.

| UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS | OUTLINE OF CONTENT |
|---|---|

obtain a realization of the value of immigrants from many different races and nationalities in the making of modern American society

show an interest in the real history of the conquest of the West as opposed to the mythical distortion perpetrated by mass entertainment.

## Skills

Social studies skills should be improved and extended. The student should:

draw generalizations from statistical data

use a more technical vocabulary in understanding social and economic elements of modern life.

E. The 1890's: "The Great Watershed"

***Engage in a class research project dealing with the World's Columbian Exposition of 1893. Use the ample source materials available in the Chicago Public Library. Consider this event as symbolic of the great changes in American life in the 1890's. Individuals or committees may prepare separate papers to be included in a book produced by the class. Some suggested topics are the new status of women as exhibited at the Fair; the new technology in American life: the electric light and the dynamo; the architecture of the White City; and the beginnings of mass entertainment.

**Find as much statistical data as possible to show that the United States in the 1890's marked a great change in direction of American life. Use as a source Historical Statistics of the United States, 1789-1955; A Supplement to the Statistical Abstract of the United States (Washington: United States Printing Office, 1949). Organize the data into graphs or pictographs, and write a short explanatory summary of conclusions to be drawn from the data.

*After reading material in the text, and discussing the principal ideas with the teacher, write a short essay on "How American Life Was Different after the 1890's."

## TEACHER'S NOTES

## READING AND REFERENCE

### BASIC TEXTBOOK REFERENCES

Augspurger-McLemore. Our Nation's Story, 1960, pp. 347-445.

Bragdon-McCutchen. Adventure of the American People, 1960, pp. 365-422.

Canfield-Wilder. Making of Modern America, 1960, pp. 343-404.

Graff-Krout. Adventure of the American People, 1960, pp. 345-446.

Muzzey. Our Country's History, 1960, pp. 340-355, 378-396.

## A. Industrial Revolution in America

### PICTORIAL HISTORY

*Beebe, Lucius, and Clegg, Charles. Hear the Train Blow, A Pictorial Epic of America in the Railroad Age. New York: E. P. Dutton, 1952.
A dramatic and romantic picturization of the Railroad Age.

**Lewis, Lloyd, and Pargellis, Stanley. (eds.). Granger Country: A Pictorial and Social History of the Burlington Railroad. Boston: Little, Brown, & Co., 1949.
A well-illustrated text showing the interrelationships between the farmer, the railroad, and industry.

**Wilson, Mitchell. American Science and Invention: A Pictorial History. New York: Simon & Schuster, Inc., 1954.
A good history not only for this period but for all of American history.

### SPECIAL REFERENCES

**Nevins, Allan. The Emergence of Modern America, 1865-1878. New York: The Macmillan Co., 1935.

**Shannon, Fred A. The Farmer's Last Frontier: Agriculture, 1860-1899. New York: Farrar and Rinehart, 1945.

### READABLE TOPICAL HISTORY

*Burlingame, Roger. Machines That Built America. paperbound ed. New York: Harcourt, Brace, & World, Inc., 1953.
An entertaining narrative of the development of American industrial technology.

*Hendricks, Burton. The Age of Big Business. Vol. XXXIX of The Chronicles of America Series. New Haven: Yale University Press, 1921.
An older but still valuable brief survey of the period and personalities.

**Pelling, Henry. American Labor. Chicago: University of Chicago Press, 1961.

A new volume in the Chicago History of American Civilization Series; brief, readable, and up-to-date in scholarship.

*Shippen, Katherine B. Miracle in Motion: The Story of America's Industry. New York: Harper & Bros., 1955.

*_______. This Union Causes: The Growth of Organized Labor. New York: Harper & Bros., 1958.

Two works, written for, but not down to, younger readers—especially recommended.

B. Population Growth and Immigration

**Handlin, Oscar. Immigration as a Factor in American History. paperbound ed. Englewood Cliffs, N.J.: Prentice-Hall, Inc. (Spectrum Books) S-2. $1.95.

A collection of revealing source materials--letters, memoirs, journals, and news articles for the years between 1840 and 1920.

**_______. The Uprooted: The Epic Story of the Great Migrations That Made the American People. paperbound ed. Boston: Little, Brown, & Company, 1951.

A popular history at its best; an interesting study of the effects of the migration on those who came.

*Kennedy, John F. A Nation of Immigrants. New York: Anti-Defamation League, 1960.

A survey of the story of American immigration in forty pages.

**Jones, Maldwyn Allen. American Immigration. Chicago History of American Civilization Series. Chicago: University of Chicago Press, 1961.

A readable and scholarly new volume in this series.

*Maisel, Albert Q. They All Chose America. New York: Nelson, 1957.

"The first popular history of immigration."

**Wittke, C. F. We Who Built America: The Saga of the Immigrant. Cleveland: Western Reserve University Press, 1951.

C. The Rise of Cities

SPECIAL REFERENCES

**United States Bureau of the Census. Historical Statistics of the United States, 1789-1955: A Supplement to the Statistical Abstract of the United States. Washington: United States Government Printing Office, 1959.

A source of many good assignments dealing with statistical data in American history.

**Schlesinger, Arthur M. The Rise of the City, 1878-1898. Vol. X of A History of American Life. New York: The Macmillan Co., 1933.

HISTORY OF CHICAGO

**Andrews, Wayne. Battle for Chicago. New York: Harcourt, Brace, & World, Inc., 1946.

A book dealing with the social, economic, and political battle of Chicago's business leaders for power.

*Cromie, Robert Allen. The Great Chicago Fire. New York: McGraw-Hill, 1958.

*Dubkin, Leonard. Wolf Point: An Adventure in History. New York: G. P. Putnam's Sons, 1953.

Four episodes in the history of a point of land at the bend of the Chicago River near the Merchandise Mart, interestingly related by a Chicago businessman.

*Dedmon, Emmett. Fabulous Chicago. New York: Random House, 1953.

A pictorial social history of the city from 1820 to 1953.

*Kogan, Herman, and Wendt, Lloyd. Chicago: A Pictorial History. New York: E. P. Dutton, 1958.

***Pierce, Bessie Louise. A History of Chicago. New York: Alfred A. Knopf, Inc., 1937-1957. 3 vols.

1. The Beginning of a City. 1673-1848.
2. From Town to City, 1848-1871.
3. The Rise of the Modern City, 1871-1893.

This is the standard, scholarly history; indispensable as a reference.

**Poole, Ernest. Giants Gone: Men Who Made Chicago. New York: McGraw-Hill, 1943.

A history of the city in terms of biography.

D. The Last Frontier, 1860-1890

SPECIAL REFERENCE

**Billington, Ray Allen. Westward Expansion. New York: The Macmillan Co., 1949.

The best general history of the American frontier.

READABLE TOPICAL HISTORY

*Beebe, Lucius, and Clegg, Charles. U.S. West: The Saga of Wells Fargo. New York: E. P. Dutton & Co., Inc., 1949.

**Howard, Robert West. This Is the West. Chicago: Rand McNally & Co., 1957.

A survey of the interest of Western history as a subject, written by amateur historians. Paperbound edition available.

## PICTORIAL HISTORY

*Beebe, Lucius M. *The American West: Pictorial Epic of a Continent.* New York: E. P. Dutton & Co., Inc., 1955.

*Brown, Mark H. *The Frontier Years: L. A. Huffman, Photographer of the Plains.* New York: Henry Holt & Co., Inc., 1955.

*Brown, Mark H., and Felton, W. R. *Before Barbed Wire: L. A. Huffman, Photographer on Horseback.* New York: Henry Holt & Co., Inc., 1956.

*Schmitt, Martin F., and Brown, Dee. *Fighting Indians of the West.* New York: Charles Scribner's Sons, 1948.

*———. *Trail Driving Days.* New York: Charles Scribner's Sons, 1952.

*———. *The Settlers' West.* New York: Charles Scribner's Sons, 1953.
These three works embody a treasury of photographic history of the last West.

The visual aids which follow are listed in Classroom Motion Pictures, Filmstrips, and Art Slide Sets, Chicago Public Schools, 1961, and Approved List of Filmstrips for Elementary and Secondary Schools, Chicago Board of Education, 1961.

FILMS

Andrew Carnegie, Encyclopaedia Britannica Films, 1951. 17 min. b&w (X-A-135).

Eli Whitney, Encyclopaedia Britannica Films, 1951. 17 min. b&w (X-E-42).

Draftsmen of Dreams: Inventions and People, Films, Inc., 1947. 22 min. b&w (X-D-26).

Immigration, Encyclopaedia Britannica Films, 1947. 11 min. b&w (X-I-4).

Industrial Revolution, Encyclopaedia Britannica Films, 1942. 11 min. b&w (X-I-12).

FILMSTRIPS

American History Series, Young America Filmstrips. color
"Emergence of Industrial America"
"Agricultural Revolution"

Builders of America, Encyclopaedia Britannica Film Service. color
"Eli Whitney"
"Andrew Carnegie"

The Pageant of America Series, Yale University Press Film Service.
18. "Farmer, Rancher, and Cowboy"
19. "Communication in the United States"
20. "Transportation in the United States"
26. "The Story of Iron and Steel"
27. "The Story of American Industry"

## UNIT IX

## THE UNITED STATES AS A WORLD POWER

> In our foreign affairs we must make up our minds that, whether we wish it or not, we are a great people and must play a great part in the world.
>
> Theodore Roosevelt

### UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:

Understandings

In the new maturity of its industrial and agricultural power, the United States began to look for sources of raw materials and wider markets in undeveloped parts of the world.

The success of American civilization, with its threefold theme of freedom and opportunity, public education, and a higher standard of living, led many Americans to discover a new zeal in spreading these ideals to other parts of the world.

Alfred Thayer Mahan's theory of the influence of sea power influenced history by encouraging naval building in Japan, Germany, and England; and, in his own country, it led to a desire for a larger navy, worldwide bases, and a canal across the Isthmus of Panama.

The war with Spain, marking the change from isolation to involvement, was fought in aid of Cuban colonial revolt, and ended with the transfer of responsibility for possessions in the West Indies and far across the Pacific.

### OUTLINE OF CONTENT

A. From Isolation to World Involvement

1. Markets and materials for an industrial economy
2. Spread of civilization and American ideals
3. Influence of Mahan on sea power
4. The Spanish-American War
5. Acquisition of Asiatic interests

   The Philippines
   Hawaii and Guam
   Boxer Rebellion
   Open Door Policy

6. Interests in the Caribbean

   Cuba
   Puerto Rico

B. The Foreign Affairs of Theodore Roosevelt's Administration

1. The Panama Canal
2. The Great White Fleet

## SUGGESTED LEARNING EXPERIENCES

Listed below are activities in which students may engage according to their needs, abilities, and interests.

### A. From Isolation to World Involvement

**Evaluate in class discussion the following factors as reasons for the end in the 1890's of American attitudes of isolationism and the beginning of an enthusiasm for interests and activities on the world scene—

> The end of the frontier left many Americans with an eagerness for individualistic adventure and enterprise in other regions of the world.
>
> The needs of our industrial economy called for the obtaining of quantities of raw materials, such as rubber and tin, not found in our abundant natural resources.
>
> Our productive capacity, both industrial and agricultural, far exceeded the needs of the home market, and the United States had become a competitor in the world-wide struggle for trade.
>
> Ever since the Declaration of Independence, Americans had felt a sense of mission to spread our national ideals to the world at large.

*Summarize in outline form the causes, the principal events, and the results of the Spanish-American War.

**Investigate the historical mystery of the destruction of the Maine in Havana Harbor, the immediate cause of the Spanish-American War. Two students may present the evidence and arguments for an internal explosion, and two others, the case for an external explosion. Much of the actual evidence, and further leads, can be found in John Edward Weems, The Fate of the Maine (New York: Holt, 1958).

**Through committee research, prepare reports to the class on the history of our treatment of the various territories outside continental United States acquired in the nineteenth century, from the circumstances of acquisition to the disposition of the territory at the present time:

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*For the academically less able student
**For the able student
***For the academically talented student

| UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS | OUTLINE OF CONTENT |
|---|---|
| American affairs in the Central Pacific and the Far East cast a shadow pointing toward the future and the Second World War. | 3. The Roosevelt Corollary<br>4. Theodore Roosevelt, peacemaker |
| War in Europe in 1914 brought the United States a difficult problem of neutrality. | C. World War I<br>1. Failure of neutrality |
| Threats to freedom of the seas by German use of submarine warfare were the immediate cause of the United States' entry into the war in 1917. | 2. Mobilization of a nation<br>3. "Over There"<br>4. The making of the peace |
| The theme of American participation in the war was expressed by Wilson's Fourteen Points. | Wilson's Fourteen Points<br>Armistice and victory<br>Versailles |
| The League of Nations, aimed at making effective the idealism of the Fourteen Points, was unable to win American political support or to eliminate the European struggle for power. | 5. The League of Nations<br>6. American rejection of the League<br>D. Foreign Affairs Between the Wars |
| The traditional American feeling of isolation ran counter to the fact of the economic power of the United States in the world. | 1. Economical power of the United States<br>The creditor nation<br>Reparation problem<br>World depression<br>Economic nationalism |
| The United States attempted to lead the way to peace by naval disarmament and a formal universal disavowal of war as an instrument of international power. | 2. The search for peace<br>Naval disarmament<br>Kellogg-Briand Pact<br>United States and the League |
| The Roosevelt Corollary and the policy of dollar diplomacy were replaced in the 1930's by an attempt to bring about co-operative policies between Latin American countries and a promise of American nonintervention. | 3. Latin American policy<br>Dollar diplomacy<br>Ideal of Pan-American solidarity<br>The Good Neighbor policy |

Alaska, from purchase to statehood
Hawaii, from acquisition to statehood
The Philippines, from acquisition to independence
Cuba, from dependency to independence
Puerto Rico, from acquisition to commonwealth status

**From library research, prepare a set of notes on the historical theories of Alfred T. Mahan and their influence upon the history of the United States and in modern world history. Use the notes as a basis for a class discussion. A good brief summary for this purpose is "Alfred T. Mahan: The Influence of Sea Power Upon History," in Robert B. Downs, Books That Changed the World (New York: New American Library. MD-229. Paperbound ed. 50¢), pp. 97-107. (This book is available in a hardbound edition from the public library.)

## B. The Foreign Affairs of Theodore Roosevelt's Administration

**Listen to the report of a special committee on the building of the Panama Canal with, if possible, the use of maps and a filmstrip or 35 mm. slides. In class discussion afterwards, try to assess the historical meaning of the Panama Canal with regard to the following points:

the effect of the establishment of the Republic of Panama on our Latin-American policy

the effect of the Canal on American naval strength

the effect on American industry and foreign trade

a new attitude of interest and responsibility toward the Caribbean countries.

**Read the Roosevelt Corollary to the Monroe Doctrine. Write short newspaper editorials that might have appeared at the time commenting upon the statement in the newspapers of Berlin, Paris, London, Buenos Aires, Rio de Janeiro, Havana, and New York.

*Read short biographies of Theodore Roosevelt in preparation for a discussion of the role and influence of this President in American foreign affairs in the first and second decades of the twentieth century.

***Read in different works of history to find varying interpretations of the foreign policy of Theodore Roosevelt. Make statements of the different interpretations and discuss their validity.

## C. World War I

*Make a chronological outline of the events from the opening of the war in 1914 to the signing of the Treaty of Versailles in 1919.

## TEACHER'S NOTES

**Prepare map studies of the principal land campaigns of the western front of World War I.

***Read Woodrow Wilson's war message and state the reasons why he asked Congress to declare war on Germany in 1917. What efforts had been made to remain neutral? Why did they fail to keep us out of the conflict?

***Read the headlines of the newspapers and editorial pages to see how the press interpreted Wilson's message.

**After reading and research in textbooks and other references, discuss American participation in World War I. Consider in particular the organization and mobilization of American industry and agriculture on the home front; the importance of the Atlantic sea lanes; and the mobilization, training, and campaign record of the AEF.

***From the collection of newspapers on microfilm in the Chicago Public Library, write research papers on brief topics concerned with the course and conduct of the war.

**Make a list of the names for the writing of "miniature biographies" of important figures concerned with World War I and the participation of the United States. Woodrow Wilson, Bernard Baruch, and John J. Pershing would certainly be included.

**Read biographies of Woodrow Wilson. Discuss his leadership in foreign affairs as compared with Theodore Roosevelt's.

**Read together and analyze Wilson's Fourteen Points. Discuss it as an expression of certain principles of American foreign policy going back to the time of the Declaration of Independence.

**Prepare statistical charts for each of the major wars of American history: the American Revolution, the War of 1812, the Mexican War, the Civil War, the Spanish-American War, World War I, World War II, and the Korean War. Include data on time span, numbers of men involved, casualties, and war costs. In class discussion consider the meaning of the data presented.

**Read together and analyze the Covenant of the League of Nations. Discuss its effectiveness as an instrument for world organization from the ideas expressed.

***Discuss why the United States Senate rejected the Treaty of Versailles. Evaluate this action in the light of subsequent events.

### D. Foreign Affairs Between the Wars

**Through committee research, assemble and organize materials of a statistical nature dealing with agricultural and industrial production, and related exports and imports. Make charts demonstrating the economic background of foreign policy in the twentieth century.

## UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

The nineteenth-century trend toward liberalism and democracy in Europe was reversed when the ravages of war and the economic insecurity of depression caused an acceptance of totalitarianism.

The remarkable recovery from defeat by Germany and the spectacular and alarming rise to power of Hitler and his Nazi party posed the threat of aggression to all of Europe.

After the period of isolation during the years of prosperity and depression, the American people were forced once again to an awareness of trouble in Europe.

Through the use of diplomacy and threats of aggression, Hitler was able to swallow up the Rhineland, Austria, and Czechoslavakia. After an agreement by Russia to keep hands off, and even to share in the spoils, Hitler moved on Poland, thus throwing the world again into mass conflict.

### Attitudes and Appreciations

Students should acquire from the learning experiences of this unit:

a realization of the need of the modern United States to live up to the responsibilities of world power

pride in the role of the United States in world affairs, particularly in our nurturing the Philippines toward independence.

## OUTLINE OF CONTENT

E. The Road to War Again

1. The rise of fascism
2. Japanese and Italian aggression
3. The Stimson Doctrine
4. Hitler's rise to power
5. Rome-Berlin-Tokyo Axis
6. The Spanish Civil War
7. Hitler-Stalin Nonaggression Pact
8. The beginning of the Second World War, 1939

***Consider in class discussion the American retreat into isolationism in the 1920's. Draw conclusions in brief, summarizing essays as to the causes and effects of this attitude.

**Write short histories of the principal events in the history of the League of Nations. Assess its fundamental weaknesses, its contribution to world unity, and its final failure in the quest for peace.

**Listen to special committee reports on the Naval Disarmament Conference and the Kellogg Peace Pact. In the general discussion following, emphasize what can be learned from these events that could be of value at a time when there is a threat of war.

E. The Road to War Again

Discuss the statement "Coming events cast their shadows before them," showing how shadows of the World War II fell across Europe and the Far East from 1930-1939 and how the United States prepared to remain neutral in any struggle which might arise.

List the steps by which the United States shifted from neutrality to intervention. Describe concomitant efforts to avoid intervention. Account for these differences in opinion, showing how they illustrate the statement of Jefferson that "every difference in opinion is not a difference in principle."

**Prepare, through committee organization, reports on such European developments as Russian communism, Italian fascism, and the failure of the German Weimar Republic; and on such European and world figures as Lenin, Stalin, Trotzky, Mussolini, Mahatma Gandhi, Sun Yat-sen, Hindenburg, Hitler, Franco, and Churchill.

**Plan and carry out a formal debate on the proposition--Resolved: That members of the United States in the League of Nations could have prevented World War II.

## READING AND REFERENCES

### BASIC TEXTBOOK REFERENCES

Augspurger-McLemore. *Our Nation's Story*, 1960, pp. 550-623, 678-705.

Bragdon-McCutchen. *History of a Free People*, 1960, pp. 446-474, 515-538, 602-610.

Canfield-Wilder. *Making of Modern America*, 1960, pp. 614-693.

Graff-Krout. *Adventure of the American People*, 1960, pp. 447-467, 492-539, 594-611.

Muzzey. *Our Country's History*, 1960, pp. 396-433, 459-495, 568-575.

### A. *From Isolation to World Involvement*

**Dulles, Foster R. *America's Rise to World Power, 1898-1954*. New York: Harper & Brothers, 1955. (*New American Nation Series*.)

A recommended reference for the story of foreign affairs in the first half of the twentieth century.

**Kennan, George F. *American Diplomacy, 1900-1950*. Chicago: University of Chicago Press, 1951.

————. ————. New York: New American Library. Paperbound. MD-80. 50¢.

A series of thoughtful lectures by a recognized expert.

*Freidel, Frank. *The Splendid Little War*. Boston: Little, Brown & Company, 1958.

A pictorial history of the Spanish-American War, recommended for all levels of reading ability.

**Millis, Walter. *The Martial Spirit: A Study of Our War With Spain*. Boston: Houghton Mifflin Company, 1931.

### B. *The Foreign Affairs of Theodore Roosevelt's Administration*

**Beale, Howard K. *Theodore Roosevelt and the Rise of the United States to World Power*. Baltimore: The John Hopkins Press, 1956.

A recommended reference.

**Blum, John M. *The Republican Roosevelt*. Cambridge: Harvard University Press, 1954.

**Pringle, Henry F. *Theodore Roosevelt: A Biography*. New York: Harcourt, Brace, 1931.

————. ————. New York: Harvest Books. Paperbound. $1.45.

C. World War I

**Garraty, John A. Woodrow Wilson. New York: Alfred A. Knopf, Inc., 1956. Great Lives in Brief Series.

**Millis, Walter. The Road to War: America 1914-1917. Boston: Houghton Mifflin Co., 1935.

*Sullivan, Mark. Our Times. Vol. IV. Over There. New York: Charles Scribner's Sons, 1932.

D. Foreign Affairs between the Wars

*Nevins, Allan. The United States in a Chaotic World: A Chronicle of International Affairs, 1918-1933. Vol. LV. The Chronicles of America Series. New Haven: Yale University Press, 1950.

E. The Road to War Again

*Nevins, Allan. The New Deal and World Affairs. Vol. LVI. The Chronicles of America Series. New Haven: Yale University Press, 1950.

## INSTRUCTIONAL MATERIALS

The visual aids which follow are listed in the Chicago Board of Education Approved List of Filmstrips for Elementary and Secondary Schools, 1961.

FILMSTRIPS

American History Series. Young America Filmstrips. color.
"United States Becomes a World Power"

The Development of the American Republic. Society for Visual Education. color.
"The Road to World Power and Responsibility"

The Pageant of America Series. Yale University Press Film Service. b&w.
"The Rise of America as a World Power"

# UNIT X

## THE UNITED STATES THROUGH DEPRESSION AND PROSPERITY

> There is nothing mysterious about the foundations of a healthy and strong democracy. The basic things expected by our people of their political and economic systems are simple. They are: equality of opportunity for youth and for others; jobs for those who can work; security for those who need it; the ending of special privilege for the few; the preservation of civil liberties for all; the enjoyment of the fruits of scientific progress; and a wider and constantly rising standard of living . . ..
>
> Franklin D. Roosevelt, Annual Message to Congress, 1941

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**UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS**

To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:

Understandings

As early as the 1880's, groups in America began to protest against the darker side of the industrial and urban society.

Many farmers felt dispossessed in the economy; many workers in the cities felt cheated of their fair share of the rewards of industry; and many intellectuals feared an economic and political trend toward materialism and monopoly.

The Progressive movement started with reforms on the city and state level; was encouraged by the revelations of journalists who laid bare the sore spots in American society; followed, for a time, the leadership of the liberal convert, Theodore Roosevelt; but achieved signal success under the presidency of Woodrow Wilson.

**OUTLINE OF CONTENT**

A. Protest Movements in an Industrial and Urban America

1. The Populists

   The farm revolt
   The Panic of 1893
   Gold vs. silver
   The election of 1896

2. The Progressive era

   Urban reformers
   The muckrakers
   Theodore Roosevelt, liberal
   Trust-busting
   The conservation movement
   The election of 1912

3. Wilson's "New Freedom"

   Underwood Tariff
   Federal Reserve Act
   Federal Farm Loan Act
   Federal Trade Commission
   Clayton Anti-trust Act
   "Labor's Magna Charta"
   Wartime prosperity

## SUGGESTED LEARNING EXPERIENCES

Listed below are activities in which students may engage according to their needs, abilities, and interests.

### A. Protest Movements in an Industrial and Urban America

**Find and read in class excerpts from books like Hamlin Garland's *A Son of the Middle Border* and *Main-Travelled Roads* that describe the plight of the western farmer in the 1880's. Use them as the basis for class dramatizations of typical situations.

**From library research, write miniature biographies of people who played a part in the era of protest and reform from 1890 to 1914:

"Sockless" Jerry Simpson
Mary Ellen Lease
Tom Watson
Ignatius Donnelly
Henry George

"Pitchfork" Ben Tillman
James B. Weaver
William Jennings Bryan
Marcus A. Hanna
Henry Demarest Lloyd

Jacob Riis
Ida M. Tarbell
Lincoln Steffens
Gifford Pinchot
Robert M. LaFollette

***Read the full text of the platform of the Populist party in 1892, and evaluate the solutions proposed to the problems of the day. Compare it with the Progressive party in 1912. Which of these proposed solutions were finally enacted into law and with what results?

**Write brief summaries of how the following changes in government made as a result of this era of reform made government more responsive to the will of the people:

Seventeenth Amendment
Nineteenth Amendment
Twentieth Amendment

Australian Ballot
Direct primary
Initiative, referendum, and recall

*Show by means of a chronological outline the principal events of the era of protest and reform. Include the story of the Populist era, the Progressive era, and the New Freedom.

**Read Bryan's "Cross of Gold" speech and the historical circumstances of its delivery. Write a short editorial that might have appeared in the Chicago newspapers of the time about it.

**Compare the political careers with respect to liberal reform of Theodore Roosevelt and Woodrow Wilson. Express findings in the form of a chart, with three headings: the problem, the reform act, and the results.

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*For the academically less able student
**For the able student
***For the academically talented student

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

After 1917, Progressive sentiment was swallowed up in the enthusiasm and idealism of wartime America. After the war, the country was tired of idealism, and a conservative reaction, the movement "back to normalcy," buried temporily many movements for reform.

The shape of the modern American life began to emerge clearly in the 1920's; assembly-line mass production, mass communications and entertainment, rapid transportation, the trend toward national uniformity, and a high material standard of living were all well under way by the end of the decade.

The era of the 1920's was marked by many fads and fancies, perhaps as a concomitant of adjustment to new ways of living. It was an age of spectacle and sensation, of experiment and frustration, and is partly described by such terms as "The Roaring Twenties," or the "Era of Wonderful Nonsense."

The remarkable prosperity of the Twenties was all a part of the fantasy of the time, with over-speculation, proliferation of credit, and over-production.

The whole exuberance and fantasy of the decade seemed to go down the drain in a hurry with the stock-market crash of 1929.

The violent actions of the 1920's were followed by the equally violent reactions of the years 1929-1931, with a deflating loss of national economic confidence, bank and business failures, falling prices, vanishing markets, and wide unemployment.

The prosperity of the Twenties had never been shared in by the farmer, whose plight, after a brief wartime spurt of profit, was as bad as it had ever been since the 1880's; and it was now aggravated by years of "drought."

OUTLINE OF CONTENT

B. The Boom Years

1. The age of normalcy

    The election of 1920
    Prohibition
    Woman suffrage
    Conservative reaction
    Tariff changes

2. Shaping of modern American life, 1920

    Assembly-line mass production
    The automobile age
    National highway network
    Beginnings of air transportation
    Mass communication and entertainment
    Movies and radio
    Influence of journalism
    Advertising and public relations
    The businessmen's civilization

3. "Era of Wonderful Nonsense"

    Postwar disillusion
    Florida land boom
    Jazz and popular music
    Flivvers and flappers
    Gangsters and the "Noble Experiment"
    Tabloid journalism
    The "Cult of Sport"

C. The Coming of the Depression

1. Coolidge prosperity

    Mass markets and installment buying
    Crop surpluses and low farm prices
    Industrial overproduction and consumer underconsumption
    Wild stock-market speculation

2. The Great Depression

    The election of 1928
    The Crash of 1929
      Bank failures

D. The Boom Years

**Become aware of the changing status of women in American life through a shared research project involving the gathering together of various significant illustrative materials:

a chronology of the movement for equal rights for women and the specific legislative history leading to the Nineteenth Amendment

brief biographical sketches of the personalities who took part in the legal and political fight for equality of women

a statistical graph showing the increase of working women in each census from 1890 to 1930

a list of technological changes that helped in changing the status of women

a picture sequence of the changes in women's fashions from 1860 to 1930, showing the relationship between these changes and the new status of women.

***Read some of the literary works of the 1920's and report on the picture of the life of the times they present. Short stories would be particularly suitable, including selections by F. Scott Fitzgerald, Ernest Hemingway, and Sinclair Lewis.

**Divide into committees to study the "Great Experiment--Prohibition." Topics for research could be: the social and political movement for national prohibition, the role of the Anti-Saloon League as a pressure group, the crime wave that resulted from prohibition, the natural resistance to this social legislation, the acceptance of some kind of regulation of the liquor trade as a permanent feature of American life, and the political endings of the experiment of national prohibition.

**After study and discussion of the story of prohibition, write editorial-essays on the topic: "The Great Experiment--the Failure of Prohibition."

**Through separate committees, report on the beginnings of the great importance in American life of mass entertainment: the story of the movies, the coming of radio, the new world of advertising, and the great growth of spectator sports.

*Report individually on various personalities and incidents of the 1920's, such as Babe Ruth, Mary Pickford, Jack Dempsey, the "Model T," Al Capone, Charles Lindbergh, Teapot Dome, the Ku Klux Klan, and others.

*Write brief, imaginary first-hand narratives of the Great Stock Market Crash.

***Read Herbert Hoover's veto of the Muscle Shoals Bill and list the arguments he presents against the establishment of what is now the TVA. Show to what extent subsequent events have substantiated or repudiated those arguments.

| UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS | OUTLINE OF CONTENT |
|---|---|
| The New Deal had three distinct phases—first, the attack on the banking emergency and the relief problem; second, the attempts at recovery from the Depression; and finally, the instituting of reforms to prevent future economic catastrophes. | Business failures<br>Unemployment and despair<br>Drought<br>Reconstruction Finance Corporation, 1932<br>3. The election of 1932 |
| Actions of the new administration, largely improvisation, with the almost complete co-operation of Congress and the people, met the emergency. | D. Franklin D. Roosevelt and the New Deal<br>1. The "One Hundred Days" |
| The attempt at drastic reorganization of the economy under NRA and AAA, much too close to European fascist corporate economies for American freedom, failed; and these acts were declared unconstitutional by the Supreme Court. | The Bank Holiday<br>Emergency Banking Relief Act<br>Federal Emergency Relief Act<br>Civilian Conservation Corps (CCC)<br>2. The recovery program |
| The recovery program, based on the idea of priming the economy by government spending on public works, needed improvements, and the rehabilitation of youth, seemed to be successful in increasing purchasing power. | National Industrial Recovery Act (NRA)<br>Agricultural Adjustment Act (AAA)<br>CWA, PWA, and WPA<br>NRA and AAA unconstitutional<br>National Youth Administration |
| The attempt to put a floor to economic depression by basic reforms such as social security, bank-deposit insurance, and cures for basic economic flaws was successful enough to be accepted as a permanent part of American life. | 3. The New Deal reforms<br>Currency reform<br>Reciprocal Trade Act<br>Federal Deposit Insurance Corporation<br>Social Security Act |
| The economic recession of 1937 was not a great setback to the economy, and new measures seemed to be moderately successful at holding the economic line. | Tennessee Valley Authority<br>Securities and Exchange Commission<br>Federal Housing Act (FHA)<br>Wagner Labor Act |
| In the election of 1940, the Republican candidate refused to campaign against the basic New Deal reforms. | 4. The second New Deal<br>Election of 1936<br>FDR vs. the Supreme Court |
| Prosperity and full employment returned only with the coming of the Second World War; but many New Deal reforms remained, and the general New Deal policy of government intervention and regulation of the economy became well established. | Recession of 1937<br>Soil Conservation and Domestic Allotment Act (new AAA)<br>Fair Labor Standards Act (wages and hours law)<br>Election of 1940<br>End of the New Deal era |

C. The Coming of the Depression

*From reading, study, and class discussion, make a list of the factors that led to the Depression.

**Consider in class discussion the following: Coming events cast their shadows before them. What shadows of the Depression appeared in the Twenties?

**Make a chart showing the causes of three depressions in American history: 1873, 1893, and the 1930's. Show the causes of each and the measures taken to remove the causes. Write comments on the relative effectiveness of these measures.

**As a class research project, with individual or committee responsibility for contributions, make a study of the election of 1932: the candidates, the platforms, the issues, the campaigns, and the election itself.

D. Franklin D. Roosevelt and the New Deal

**Find, from among the many available recordings, one of the Fireside Chats of Franklin D. Roosevelt. After listening to it, discuss it from the viewpoint of the personality of the speaker, the ideas it presents, the effectiveness of the speech, and its purpose.

*From the textbook and other references in the library, write individual reports on such topics as the Civilian Conservation Corps, TVA, WPA, the Social Security Act, the National Labor Relations Board, and others.

***Select some decision of the Supreme Court on New Deal legislation; read in full the majority and dissenting minority opinions. Write a brief statement of the reasons why you agree or disagree with the majority.

**Select some New Deal measure and, assuming the role of a member of Congress, make a short speech urging its passage or repeal.

**Through committee reports, evaluate such agencies as FDIC, Social Security, and others that were set up to prevent further depressions--or their worst effects--in the years since their establishment.

**Write short essays on the topic "The New Deal As a Revolution in American History."

## READING AND REFERENCE

### BASIC TEXTBOOK REFERENCES

Augspurger-McLemore. Our Nation's Story, 1960, pp. 465-515, 626-677.

Bragdon-McCutchen. History of a Free People, 1960, pp. 403-422, 475-514, 541-601.

Canfield-Wilder. Making of Modern America, 1960, pp. 531-562, 731-768.

Graff-Krout. Adventures of the American People, 1960, pp. 406-446, 468-490, 540-592.

Muzzey. Our Country's History, 1960, pp. 378-397, 434-467, 498-567.

### A. Protest Movements in an Industrial and Urban America

**Goldman, Eric F. Rendezvous With Destiny: A History of Modern American Reform. New York: A. A. Knopf, 1953. (Paperbound edition available.)

**Hofstadter, Richard. The Age of Reform: From Bryan to F. D. R. New York: A. A. Knopf, 1955. (Paperbound edition available.)
Both of these works cover the whole period and all the topics covered in this unit.

**Regier, Cornelius C. The Era of the Muckrakers. Chapel Hill: University of North Carolina, 1952.
Biographical studies of the principal figures in the journalism of exposure and reform.

### B. The Boom Years

*Allen, Frederick Lewis. Only Yesterday: an Informal History of the 1920's. New York: Harper & Brothers, 1957. (Paperbound edition available.)

**Leighton, Isabel (ed.). The Aspirin Age, 1919-1941. New York: Simon & Schuster, 1949.
An anthology of articles on the social history of the Twenties and Thirties.

*Leuchtenberg, William E. The Perils of Prosperity, 1914-1932. Chicago: University of Chicago, 1958. (Chicago History of American Civilization Series.) (Paperbound edition available.)

*Rogers, Agnes (ed.). I Remember Distinctly: A Family Album of the American People, 1918-1941. New York: Harper & Brothers, 1947.
A pictorial history of the great social changes in the Twenties and Thirties.

*Sullivan, Mark. Our Times: The United States, 1900-1925. Vol. 5. The Twenties, New York: Charles Scribner's Sons, 1935.
A pictorial social history told with zest and journalistic insight.

C. The Coming of the Depression

**Galbraith, J. K. The Great Crash. Boston: Houghton Mifflin Company, 1955.

***Soule, George. Prosperity Decade from War to Depression, 1917-1929. New York: Rinehart & Company, 1947.
A part of a co-operative economic history of the United States.

D. Franklin D. Roosevelt and the New Deal

*Allen, Frederick Lewis. Since Yesterday: the Nineteen-thirties in America. New York: Harper & Brothers, 1940.

*Perkins, Dexter. The New Age of Franklin Roosevelt: 1932-45. (Chicago History of American Civilization Series.) Chicago: University of Chicago Press, 1958. (Paperbound edition available.)

*Rauch, Basil. The History of the New Deal, 1933-1938. New York: Creative Age, 1944.

**Wecter, Dixon. The Age of the Great Depression, 1929-1941. New York: The Macmillan Company, 1948.

## INSTRUCTIONAL MATERIALS

The visual aids which follow are listed in the Chicago Board of Education Approved List of Filmstrips for Elementary and Secondary Schools, 1961.

FILMSTRIPS

American History Series. color
"Parties, Politics, and Problems"

Development of American Republic--Modern America. color.
"Internal Reform and International Responsibility"
"New Freedom and World War I"
"An Uneasy Postwar Period"
"The Great Depression and the New Deal"

## UNIT XI

## THE UNITED STATES IN THE WORLD OF TODAY

> I think it is required of a man that he should share the action and passion of his time at peril of being judged not to have lived.
>
> Justice Oliver Wendell Holmes, Jr.

### UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:

**Understandings**

Again, for the third time in the nation's history, Americans seemed inevitably to be drawn into Europe's strife.

Although history never repeats itself exactly, there were enough similarities in the cycle of events before the Second World War so that these, together with the great sense of urgency and danger following the Fall of France, made it possible, despite formidable opposition, for the United States to confront the fact of war in a better state of preparedness than before. Industrial mobilization and a military draft came before the advent of hostilities.

There seemed to be justification for sympathy with England and France in their fight against the Axis menace to freedom and security; the United States was soon offering every aid "short of war" to the Allies.

The Japanese attack on Pearl Harbor was the greatest surprise event in American history--despite allegations from hindsight that it should have been expected.

### OUTLINE OF CONTENT

A. Failure of Neutrality Again

1. Isolation vs. intervention
2. Road to war again
   Repeal of the neutrality laws
   Military preparedness
   Industrial mobilization
   Selective Service, 1940
   Lend-lease
   The Atlantic Charter
   Battle of the Atlantic
3. Pearl Harbor

## SUGGESTED LEARNING EXPERIENCES

Listed below are activities in which students may engage according to their needs, abilities, and interests.

### A. Failure of Neutrality Again

*Make a chronology of events from the invasion of Manchuria by the Japanese in 1931 to the attack on Pearl Harbor in 1941, showing the steps toward World War II and American entry into the war. (NOTE: Have each member of the class, after preparatory reading in textbook and reference works, give a two-minute oral report on one of the events.)

**As committee members, prepare reports on these three themes: the first peacetime draft in our history under the Selective Service Act of 1940, a comparison with the other two instances in our history of a national draft, and present provisions and conditions of compulsory military service. (The class may take notes and participate with questions in the discussion period following the reports.)

**Read together in class the Atlantic Charter; compare it with other foreign policy statements by American presidents: the Monroe Doctrine and Wilson's Fourteen Points. What common themes can be discerned?

**Prepare, with notes on the facts and ideas from reading in the textbook and other references, a class discussion of three occasions in our history when the nation was faced with the problem of neutrality in the face of European conflict: 1793 to 1812; 1914 to 1917; and 1939 to 1941. What similarities are there in all three situations? What are the differences? What conclusions can we draw from the three periods of history?

***Write historical research papers on "Surprise at Pearl Harbor, December 7, 1941," using only the newspapers on microfilm kept in the main building of the Chicago Public Library. Emphasize the impact of the event on the American people as reflected in the newspapers. Similar papers on other such topics might be written for this unit: "D-Day, Normandy," "Hiroshima," or "V-J Day."

### B. The Second World War, 1941-1945

**Have a panel report, followed by class discussion, on the topic: "The Wartime Leadership of Three American Presidents--Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt."

*Find at home with the help of parents or other relatives, items of historical interest connected with World War II. These may be letters, diaries, journals, photographs, service documents, old newspapers or magazines, or souvenirs and other mementos. With the permission of the owners prepare an exhibit and a report for the class.

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*For the academically less able student
**For the able student
***For the academically talented student

| UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS | OUTLINE OF CONTENT |
|---|---|
| According to strategic plans arranged with England, the war in Europe was to receive first priority. Millions of Americans were soon serving in all quarters of both the European and the Asiatic-Pacific theaters of war. | B. The Second World War, 1941-1945<br>1. War in Europe<br>North Africa<br>Italy<br>Normandy<br>Battle of the Bulge<br>The Elbe River Line<br>Victory in Europe |
| War attained its ultimate horror after centuries of development of the science of destruction; and mankind acquired a permanent anxiety under the greatest threat to human security in history, the nuclear bombs dropped on Japan. | 2. War in the Pacific<br>Japanese perimeter in the Pacific<br>Guadalcanal<br>Coral Sea and Midway<br>Leyte Gulf<br>Return to the Philippines<br>Hiroshima and Nagasaki<br>Japanese surrender |
| Again, at the end of a world war, the United States led the movement for world organization for peace. This time, the situation was more urgent because of the existence of nuclear weapons. | C. Postwar Developments<br>1. The United Nations<br>Security Council<br>General Assembly<br>Special agencies<br>Early successes |
| The biggest difference between the League of Nations and the United Nations was the support and adherence of the United States; and, at mid-century, the only world power (or potential world power) not a member was Communist China. | 2. Rapid demobilization and readjustment<br>Back from overseas<br>GI Bill of Rights<br>Industrial reconversion<br>Rising inflation |
| The decision to proceed rapidly with demobilization of American military strength is often cited as a mistake in the resulting spread of communist power in Central Europe and China. | Occupation of Germany and Japan<br>Labor troubles and the Taft-Hartley Act |
| Demobilization and readjustment was much more rapid and efficient as a result of early planning inspired by the experience of World War I. | 3. The Nuclear Age<br>Search for international controls<br>Development of peacetime uses<br>Russia's atom bomb, 1949<br>The hydrogen bomb<br>Missile development: the ICBM<br>Atomic submarines |

**With the use of a tape recorder, plan and carry out an "oral history" interview project—a small-scale imitation of the famous project at Columbia University of recording the memories of prominent Americans. First find people who are willing to be interviewed, and then decide what questions would bring out the kinds of information which historians of the future would like to have about the lives of ordinary people and the impact of great events on their lives during the last thirty years. Evaluate the information gained and its usefulness for history. The tapes themselves might be welcome source materials for local libraries or historical societies. In the absence of a tape recorder, typewritten transcripts of interviews might also be valuable.

**Prepare biographical sketches, and delineate the roles played during World War II by the following individuals:

Douglas MacArthur
George Patton
Omar Bradley
Mark Clark
Dwight D. Eisenhower
James Doolittle
Chester Nimitz
William Halsey
William Leahy
Jonathan Wainwright
Edward L. Stimson
Harry Hopkins
Cordell Hull
Enrico Fermi
George C. Marshall

*Make maps of the two main theaters of war: the Asiatic-Pacific, and the European-African-Mediterranean-Middle Eastern. Indicate with colors the maximum penetration of the Axis forces by 1942. Indicate with names and dates the principal battles after 1942, and, using arrows, the direction of campaigns that ended the war by 1945.

*Make a glossary of terms that came into general usage during World War II. Add to this list:

4F
GI
MI
LST
black market
blitzkrieg
fifth column
radar
jeep
D-Day
V-E Day
V-J Day
quisling
paratrooper

C. Postwar Developments

**Write an analysis of the work of General MacArthur in Japan.

***Write a court reporter's account of the Nuremberg trials. Have a panel discussion presenting the varying points of view with regard to these trials. Present and defend several viewpoints.

**Compare the treatment of Germany following World War II with that following World War I. Account for the difference.

*Listen to a report on the development of nuclear weapons and missiles. (This report should be given by a committee of students with special interest and competence in science.)

**Using Readers' Guide to Periodical Literature, find articles dealing with the GI Bill of Rights to use as research materials for a class research project. Make an outline of topics to be covered, and divide the work of preparing reports among teams of two or three students.

| UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS | OUTLINE OF CONTENT |
|---|---|
| Only rising inflation after the removal of wartime price controls and restrictions marred the internal recovery of the United States from war's disruption. One result was a spate of labor trouble that resulted in restrictions on the freedom and power of labor unions. | |
| The GI Bill of Rights with its guarantee of education, housing, and re-employment for veterans did much to ease their return to civilian life, and may have been the motive force in great social changes that historians have yet to assess. | |
| The threat of atomic weapons to world security continued to grow with such further scientific achievements as the hydrogen bomb, Russia's development of nuclear bombs, and the improvement of missiles beyond ordinary belief. | |
| The communist intention to dominate and conquer the postwar world became clearly evident shortly after the coming of peace. | D. The Cold War<br>1. The Iron Curtain<br>Satellite countries<br>Communist infiltration and penetration |
| The communist threat was met by the effort of the United States to eliminate new regions for penetrations of Soviet power through foreign aid, both economic and military. | 2. Free world resistance<br>Truman Doctrine<br>The Marshall Plan<br>NATO<br>Berlin airlift<br>Divided Germany<br>Point Four program |
| Following the surprise election of 1948, President Truman launched a brief period of liberal reform that was soon halted by forces of conservative resistance, rising prosperity, and the war in Korea. | E. The Truman "Fair Deal"<br>1. Election of 1948<br>2. The Truman "welfare" program<br>Expansion of social security<br>Increase in minimum wage<br>Slum clearance and housing<br>Increase in FDIC coverage |

**Using the Taft-Hartley Act as a starting point, carry out a review of the history of the labor movement in America. Prepare an outline of the principal changes and use it as the basis of a class discussion of the meaning of the Taft-Hartley Act.

***Listen to a formal debate on the proposition, Resolved: That it is as important to regulate the power of labor unions in the public interest as it is to regulate the power of "Big Business."

*Listen to a special committee report on inflation and deflation in the economy, giving examples of the effect on business, labor, and the consumer.

D. The Cold War

*From the textbook and more detailed references in the library, prepare a chronology of events in the development of the "Cold War" in the fifteen years after World War I.

**Prepare and present committee reports on the following topics:

Truman doctrine
The Satellite countries
The Marshall Plan
NATO
Berlin Airlift
Divided Germany
Point Four Program

**Prepare large maps of the occupation of Germany and the city of Berlin, showing the zones allotted to the four powers. Discuss the possibilities of conflict in the arrangement.

*Participate in a special project to define the nature of Communism and its threat to the free world. Use one of the following recommended books:

Colegrove, Kenneth. Democracy Vs. Communism. New York: Van Nostrand, 1957.

Hoover, Edgar J. Masters of Deceit. paperbound ed. New York: Pocket Books, Inc. GC-39.

Overstreet, Harry, and Overstreet, Bonaro. What We Must Know about Communism. paperbound ed. New York: Pocket Books, Inc. 7000. 50¢.

Prepare a common statement for the whole class: "Communist Ideas That Threaten the Free World." Prepare also, from the principles of the Declaration of Independence and the federal Constitution, a common statement of "Our Basic American Ideals of Freedom and Democracy."

**Make a chart of the "Free World" and the "Communist World," listing nations, areas, populations, and resources of the two sides in the world struggle as of 1960.

E. The Truman "Fair Deal"

Prepare bibliographies of books and magazine articles dealing with the history of the United States in the decade of the Fifties. Start with books

| UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS | OUTLINE OF CONTENT |
|---|---|
| The Fair Deal marked the permanent acceptance of such basic New Deal reforms as social security, federal aid to slum clearance, and minimum wage laws. | 3. Resistance by Congress<br>4. Conservative election victory, 1950 |
| The first American resistance by force of worldwide Communist aggression was the intervention in Korea to stop Communist North Korea from absorbing the whole country. | F. The Korean War, 1950-53<br>1. The Red Korean invasion<br>2. American intervention |
| Conflict in Korea developed into an unusual "limited war"; Red Chinese armies entered the fight and a national controversy over extending the war beyond the Yalu River resulted. | 3. United States support<br>4. Intervention by Red China<br>5. Truce negotiations |
| These years were marked by a number of events of note; among them was the surge to greater acceptance of and equality of opportunity for the American Negro after the Supreme Court desegregation decision of 1954. | G. The Eisenhower Years, 1953-1961<br>1. Election of 1952<br>2. New patterns of living<br>Television<br>Superhighways<br>Air travel<br>Higher standards of living |
| The Cold War continued after the end of the Korean War with even greater intensity, with new treaty commitments for the United States around the world, with continued foreign aid, and with the onset of a continuing pattern of recurrent crises. | 3. The St. Lawrence Seaway<br>4. The "loyalty" crisis<br>5. Desegregation decision |
| The Russian Sputnik came as a surprise to the American people, bringing an impetus to our national technological progress and an anxiety about the international situation. | 6. Sputnik: launching the Space Age<br>7. The Eisenhower foreign policy<br>SEATO, ANZUS, OAS, and the Bagdad Pact<br>The Eisenhower doctrine |
| The Eisenhower era ended in an apparent complete collapse of Russian-American relations and the threat of greater tensions in the future. | 8. ICBM and the atomic submarine<br>9. The U-2 incident<br>10. Collapse of the Summit meeting |

listed in the "Reading and Reference" section of this unit. Individual students may "contract" to read and report to the class on the various items listed, with each student agreeing to read different works.

**Make a study of the election of 1948, including the issues of the campaign from the party platforms and an analysis of the electoral and popular votes by states.

***Through committee reports, present the "Five Major Decisions" made and carried out under the leadership of President Truman: to drop the atom bomb; to give military assistance to Greece and Turkey in their resistance against Communist infiltration; to assist through the Marshall Plan in the rehabilitation of Europe; to intervene in Korea; and to remove General MacArthur from command in Korea. Each committee is to define the situation as it confronted the President and to evaluate the decision in terms of its effect on the world today.

*Read short biographies of President Truman, make notes, and use them as the basis for a class discussion of his presidency. Compare his leadership with that of other Presidents in the twentieth century studied earlier.

F. The Korean War, 1950-1953

*Prepare maps of the area of the Korean conflict, and chronology of the principal events in the story of the Korean War as a guide for each student in the reading and discussion of this topic.

**Read biographical data from reference works on Mao Tse-tung, Chiang Kai-shek, and Syngman Rhee, and compare their roles, methods, and popular support in their respective countries.

***Prepare a formal debate on the proposition--Resolved: That General MacArthur should have been allowed to carry out his attack against North Korean and Red Chinese forces across the Yalu River into Red China.

G. The Eisenhower Years, 1953-1961

**Using such reference works as Current Biography and magazine articles listed in Readers' Guide, prepare biographical sketches of important people who played major roles during the Eisenhower years: John Foster Dulles, Senator Joseph McCarthy, Alger Hiss, Richard M. Nixon, Adlai Stevenson, Chief Justice Earl Warren, Sherman Adams, James Hagerty, and others.

**Compare the years 1940 and 1960 to find the great changes in patterns of living brought by such innovations as:

television
expressways
supermarkets and shopping centers
jet air travel
rise in standard of living
move to suburbs
urban renewal
peacetime draft
population increase

| UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS | OUTLINE OF CONTENT |
|---|---|
| Despite the very close election, the inauguration of John F. Kennedy as President seemed to promise the American people a new, youthful, and vigorous leadership. | H. The New Frontier, 1961<br>1. The Kennedy election, 1960<br>2. Recurrent crises<br>3. The astronauts<br>4. Race to the moon<br>5. The Cuban fiasco<br>6. Berlin crisis |
| This leadership was almost immediately faced with an intense continuation of the problems of the past administration—further Russian exploits in space challenging our national technology and new international tensions over Cuba, Viet Nam, and Berlin. | |

*Show on an outline map of the North American continent the importance of the St. Lawrence Seaway. From the Chicago Association of Commerce and Industry, obtain materials on the economic importance to Chicago of these new trade routes.

**Through class discussion, identify the major domestic and foreign problems that emerged in the Eisenhower years. Have student committees do research on each of the problems. State each problem's scope, find out what was done in the years 1952 to 1960 to meet the problem, and evaluate the present status of the problem.

***Find and read the desegregation decision of the Supreme Court. Analyze the arguments given.

**Present a sketch of an American diplomat who has been unusually successful as an ambassador, showing his preparation for his work, special training or experience that was valuable to him, and traits of character which were an asset.

**Read and discuss the foreign policy of Eisenhower's administration. Write essays explaining and evaluating the following statement: "The Truman foreign policy became by 1960 a firm bipartisan affair, defended as vigorously by Eisenhower as by Truman."

**Discuss one of the most prominent domestic problems of the Eisenhower administration--education. Evaluate the changes brought about by the desegregation movement, and the re-examination of education engendered by the launching of the Russian Sputnik.

H. The New Frontier, 1961

**Study, as a class project, the presidential election of 1960-- candidates, issues, the campaigns, and the popular and electoral vote.

***Find and read with analytical discussion the poem read by Robert Frost at the inauguration of President Kennedy.

**Read and analyze the inaugural address of President Kennedy.

**Prepare a Who's Who of persons of prominence in the new administration, as a guide to understanding current events. Include, as well, important world figures who play an important part in the foreign affairs of the United States: Macmillan, Nehru, De Gaulle, Khrushchev, Nasser, Castro, Mao Tse-tung, Tito, and others.

**Identify the important problems, foreign and domestic, that challenged the new administration at its inauguration. Prepare reports on the present status of these problems.

## Documentary Materials for Use in United States History

## PRESIDENT KENNEDY'S INAUGURAL ADDRESS

### JANUARY 20, 1961

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MY FELLOW CITIZENS:

We observe today not a victory of party but a celebration of freedom--symbolizing an end as well as a beginning--signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three-quarters ago.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe--the belief that the rights of man come not from the generosity of the state but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans--born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage--and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

This much we pledge--and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we cannot do in a host of co-operative ventures. Divided, there is little we can do--for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom--and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those peoples in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required--not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge--to convert our good words into good deeds--in a new alliance for progress--to assist free men and free governments in casting off the chains of poverty.

But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support--to prevent it from becoming merely a forum for invective--to strengthen its shield of the new and the weak--and to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take comfort from our present course--both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew--remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms--and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths and encourage the arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah--to "undo the heavy burdens . . . (and) let the oppressed go free."

And if a beachhead of co-operation may push back the jungles of suspicion, let both sides join in creating a new endeavor--not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.

All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days, nor in the life of this Administration, nor even perhaps in our lifetime on this planet. But let us begin.

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again--not as a call to bear arms, though arms we need--not as a call to battle, though embattled we are--but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope, patient in tribulation"--a struggle against the common enemies of man: tyranny, poverty, disease and war itself.

Can we forge against these enemies a grand and global alliance, north and south, east and west, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility--I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it--and the glow from that fire can truly light the world.

And so, my fellow Americans: Ask not what your country can do for you--ask what you can do for your country.

My fellow citizens of the world: Ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

## TEACHER'S NOTES

## READING AND REFERENCES

### BASIC TEXTBOOK REFERENCES

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Bragdon-McCutchen. *History of a Free People*, 1960, pp. 602-709.

Canfield-Wilder. *Making of Modern America*, 1960, pp. 688-730, 769-788.

Graff-Krout. *Adventure of the American People*, 1960, pp. 606-676.

Muzzey. *Our Country's History*. 1960, pp. 568-666.

### A. *Failure of Neutrality Again*

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Two of the best accounts of World War II combat experience.

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*Pratt, Fletcher. *War for the World*. *Chronicles of America Series*. New Haven: Yale University Press, 1950.
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**Snyder, Louis L. *The War: A Concise History, 1939-1945.* New York: Messner, 1960.
A readable survey of the whole war.

### C. Postwar Developments

### D. The Cold War

### E. The Truman Fair Deal

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**Goldman, Eric F. *The Crucial Decade: America, 1945-1955.* New York: A. A. Knopf, 1956. Paperbound ed. available.
These two surveys, covering the topics above, are especially recommended.

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A biography of President Truman.

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### F. The Korean War, 1950-1953

**Goodrich, Leland M. *Korea: A Study of U.S. Policy in the United Nations.* New York: Council on Foreign Relations, 1956.

**Vatcher, William H. *Panmunjom: The Story of the Korean Military Armistice Negotiations.* New York: Praeger, 1958.

### G. The Eisenhower Years, 1953-1961

**Childs, Marquis. *Eisenhower: Captive Hero.* New York: Harcourt, Brace and Company, 1958.

**Davis, Kenneth S. *A Prophet in His Own Country: The Triumphs and Defeats of Adlai Stevenson.* Garden City, N.Y.: Doubleday & Company, 1957.

**Donovan, Robert J. *Eisenhower: The Inside Story.* New York: Harper & Brothers, 1956.

**Finer, Herman. *Presidency: Crisis and Regeneration.* Chicago: University of Chicago Press, 1960.

**Mazo, Earl. *Richard Nixon*. New York: Harper & Brothers, 1959.

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### H. The New Frontier, 1961

**Burnes, James McGregor. *John Kennedy: A Political Profile*. New York: Harcourt, Brace and Company, 1960.

*Dineen, Joseph F. *The Kennedy Family*. Boston: Little, Brown & Company, 1960.

Kennedy, John F. *Profiles in Courage*. paperbound ed. New York: Pocket Books, Inc., 1957. 35¢.

**White, Theodore H. *The Making of the President, 1960*. New York: Atheneum Press, 1961.

## INSTRUCTIONAL MATERIALS

The visual aids which follow are listed in Classroom Motion Pictures, Filmstrips, and Art Slide Sets, Chicago Public Schools, 1961, and Approved List of Filmstrips for Elementary and Secondary Schools, Chicago Board of Education, 1961.

FILMS

Screen News Digest, Vol. III, Issue 3, News-Tribune, 1960. 20 min. b&w (X-S-253).

Rome: Film gives the highlights of the XVII Olympiad of the modern times. Focus Story: Highlights of the fifteenth session of the United Nations General Assembly are shown. Include excerpts of speeches by President Eisenhower, Premier Khrushchev, Fidel Castro, British Prime Minister Macmillan and Dag Hammarskjold.

Screen News Digest, Vol. III, Issue 4, News-Tribune, 1960. 20 min. b&w (X-S-254).

Guantanamo Bay, Cuba: The camera gives us an exclusive, behind-the-scenes glimpse of America's imperiled foothold in Cuba. Taiwan: The forty-ninth anniversary of the Republic of China provides the opportunity for Chiang Kai-Chek to show his military might. Moscow: A visit to a Russian school shows how, at the third-grade level, pupils begin learning English. Nice: Tells the story of the making of a violin by Gaggini. Cape Canaveral: Tells the story of the flight of three mice into outer space. Focus Story: Tells the story of the work of Dr. George Harley in ministering to the minds and bodies of the natives of Liberia for thirty-four years.

Screen News Digest, Vol. III, Issue 5, News-Tribune, 1960. 20 min. b&x (X-S-255).

Election Day in the U.S. in 1960 found the two candidates for the presidency of the United States demonstrating democracy in action by presenting themselves to the people of the country, having the people casting their votes on November 8, and then the accepting of the results by both the winner and the loser in the election. The Focus Story: Tells the events of 1941 which immediately preceded the attack on Pearl Harbor and the beginning of the participation of the United States in World War II.

# TEACHER'S NOTES

## FILMSTRIPS

Development of American Republic - Modern America, SVE.
  "Outbreak of World War II"
  "America in World War II"
  "Atomic Age and Challenge of Communism"

Government in Action, Encyclopaedia Britannica Films, Inc.
  "The United Nations"

Organization of the United Nations - United Nations Filmstrip, Stanley Bowmar Co., Inc. (800-846).
  "Structure for Peace"
  "The General Assembly of the UN"
  "UN Blueprint for Peace"
  "Towards a Better World"

Political and Security Questions, Stanley Bowmar Co., Inc.
  "UN Emergency Force"
  "Middle East and the UN"

The United Nations Organization, Life Filmstrips.